

Denison University



Course Description Book

1974-75

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Contents

Safety Glasses	2
Interdepartmental Majors	
Black Studies	3
Classical Studies	6
East European and Soviet Studies	8
French Area Studies	10
Latin American Studies	13
Urban Studies	16
Interdepartmental Courses	18
Experimental Interdepartmental Courses	20
Departmental Majors	
Art	21
Astronomy	26
Biology	26
Chemistry	31
Dance	35
Economics	36
Education	40
English	43
Geology	47
History	50
Mathematical Sciences	54
Modern Languages	58
French	59
German	61
Russian	62
Spanish	63
Music	66
Philosophy	69
Physical Education	73
Physics	78
Political Science	81
Psychology	87
Religion	90
Sociology and Anthropology	93
Speech Communication	96
Theatre and Film	98

Safety glasses:

In accordance with the provisions of the state law (i.e. amended Sections 3313.643, 3743.52 and 3743.99 of the Revised Code of the State of Ohio (file No. 225), effective June 22, 1972):

ALL students enrolled in specified laboratory and studio courses in Art, Biology, Chemistry, Geology, Physical Education, Physics, and Theatre and Film MUST wear "industrial quality eye protective devices at all times while participating or observing . . ." any of the laboratory or studio work.

The Ohio law (a copy of which is on file in the departments named above) is written in such a way that "industrial quality eye protective devices" means devices meeting the standards of the American National Standard Practice for Occupational and Educational Eye and Face Protection (Z87.1-1968) approved by the American National Standards Institute Inc., and subsequent revisions thereof, provided such revisions are approved and adopted by the State of Ohio Industrial Commission. In particular, the law specifies that "all impact resistant lenses must be capable of withstanding an impact test in which a five-eighths inch steel ball weighing approximately fifty-six hundredths of an ounce is dropped from a height of fifty inches upon the horizontal upper surface of the lens in the manner prescribed under the code of federal regulations, Title 21, Section 3.84."

Please note that eyeglasses normally supplied by your optician, optometrist, or ophthalmologist may be specified to be "impact resistant," and still not meet the precise specifications of the Ohio law, as quoted above.

Accordingly, students enrolled in the above departmental courses and who do not ordinarily wear glasses will without exception be required to purchase a pair of safety glasses meeting the above specifications. Such glasses will ordinarily be available in the Denison bookstore, but may be purchased elsewhere. Students who already wear prescription lenses (either contact or otherwise) will also be required to wear safety glasses when in the laboratory, studio, or work areas. These may be of a variety which cover their ordinary glasses or they may be a pair prepared according to the student's prescription and meeting the safety standards. The University has arrangements with a local supplier to furnish both kinds at prices which are both fair and competitive.

Breakage fees:

Although a record is kept of all breakage of glassware and equipment, students are not ordinarily charged for breakage amounting to less than \$3 per laboratory course per semester. However, when the breakage in any one laboratory-semester is \$3 or more, students will be billed directly by the Cashier's Office for the total amount of all breakage, including the first three dollars.

Additionally, students who fail to check-out of a laboratory properly (either when dropping a course during a semester or at the regular check-out time at the end of a semester) will be charged a fee of \$10, plus billing for all breakage, regardless of the amount.

The policy on breakage fees applies to all laboratory courses in chemistry, including directed studies, senior research, and individual work for honors.

Black Studies

The Black Studies major is a unique curriculum which invites students to locate the Black Experience at the center of their educational careers here at Denison. Since Black Studies is interdisciplinary in approach and international in scope, the design of the major includes depth as well as breadth. Each major is expected to develop a special master of a subject matter and methodology by concentrating on a particular topic or problem, within a particular academic department or division, or in a particular area studies field. The Black Studies major is designed for all students.

Although the optimum and/or maximum number of courses constituting the Black Studies major is left to the discretion of each individual student, a minimum of 32 credit hours, which includes five core courses and a culminating learning experience, is required.

The core curriculum consists of:

Black Studies 235 — The Nature of Black Studies

English 255 — Imagination and the Black Experience in America

History 215 — The History of Blacks in America

Black Studies 385 — Senior Project

In addition to the core courses, the Black Studies major requires the choice of one of the four educational models listed below and a culminating learning experience. This experience is designed to encourage the student to confront, in a substantial manner, the breadth and depth of knowledge in the field. The educational models are:

THE DEPARTMENTAL STUDIES MODEL — offers the major the opportunity to develop an educational plan of concentration of courses within a selected academic department.

THE DIVISIONAL STUDIES MODEL — offers the major the opportunity to develop an educational plan of concentration of courses within a selected academic subdivision(s).

THE AREA STUDIES MODEL — offers the major the opportunity to develop an educational plan of concentration of courses within a selected geographical area or location which the student might examine through courses in several academic departments.

THE TOPICAL STUDIES MODEL — offers the major the opportunity to develop an educational plan dealing with a topic or problem which the student might pursue through courses ranging over the entire curriculum of the college.

The Black Studies major is administered by a faculty committee and the Director of the Center for Black Studies. This committee reviews and approves the educational plans developed by majors in consultation with their faculty advisers, as well as coordinates and evaluates the Black Studies curriculum.

New courses are being developed by the Center for Black Studies in conjunction with various departments and divisions.

BLACK STUDIES 235 — THE NATURE OF BLACK STUDIES. Multi-discipline course covering the various disciplines and fields relevant to the Black experience. There will be an attempt to discuss the theories, controversies, and assumptions of the various disciplines as they are examined and challenged by contemporary Black thought. Zebbs and Faculty. 4

BLACK STUDIES 385 — SENIOR PROJECT Staff. 3-6

ART 313 — AFRICAN ART. A series of coordinated lectures. Staff. 3

DANCE 225 — JAZZ AND ETHNIC FORMS. An experience in dance forms other than modern and ballet. The course may encompass a wide range of styles or it may focus on one area, for example, contemporary jazz or African dance, depending on the instructor for the semester. Benissan. 3

ENGLISH 255 — IMAGINATION AND BLACK EXPERIENCE IN AMERICA. An introductory study of Black literature in America, emphasizing the modern period. McKeever. 4

ENGLISH 281 — ORAL TRADITION AND FOLK IMAGINATION (BLACK). An inquiry into the methodology of folklore study and an examination of the folk idiom and datum of the Afro-American experience, its tragedy and comedy, pathos and humor, blues and soul. McKeever. 4

ENGLISH 318 — HARLEM RENAISSANCE. A literary examination of an era in Afro-American cultural history which bore witness to the emancipation of the Black artist from polemics, sentimentality, and melodrama, and testified to the commitment of the Black artist to realism, naturalism, and even surrealism in the depiction of the Afro-American personality and lifestyle. We will intellectually chronicle the advent of the "New Negro," and the "awakening" and "movement" that hailed the coming of age of the Afro-American. (Same as English 318). McKeever, Kirby. 4

ENGLISH 356 — THE NARRATIVE OF BLACK AMERICA. A literary study of representative samples of the slave narrative, Black biography and autobiography, as well as fiction. Staff. 4

ENGLISH 358 — THE POETRY OF BLACK AMERICA. An examination of the poetics of the Black experience, its tragedy and comedy, humor and pathos, blues and soul, using both traditional, i.e., sonnet and ballad, and contemporary, i.e., blues and jazz, Black poetry. Staff. 4

HISTORY 215 — A HISTORY OF BLACKS IN AMERICA. A study of the experience of Blacks in America with emphasis on the African heritage, slavery, Civil War and Reconstruction, the policies of discrimination, the shift to urban life, the rise of the ghetto, and the age of protest and change. (Should ordinarily be taken in freshman year if used to fulfill GE requirement.) Kirby, Zebbs. 4

HISTORY 316 — TOPICS IN BLACK HISTORY. Analysis of the development of Black American ideologies, institutions, leaders, and culture based around topical themes with an emphasis on the interrelationship of historical and contemporary Black thought and activity in American life. Prerequisite: History 215. Zebbs. 3

LATIN AMERICAN 401 — SEMINARS IN PROBLEMS IN LATIN AMERICA. Two seminars. Seminars in the different areas and/or problems in Latin America and developed by the different departments participating in the program. 6

MUSIC 111 — AFRICAN MUSIC. Benissan. 3

MUSIC 206 — EARLY AMERICAN BLACK MUSIC. This course will review the sociological, historical, and musical aspects of the development of Black American music focusing particularly on the period of 1895 to 1930. Waldo. 3

RELIGION 312 – BLACK PERSPECTIVES IN THEOLOGY. This course will explore the phenomenon in the Black experience of trust in God and confidence in the future, with special attention given to the Theology of Hope. Consideration will be given to the issues of the Secular vs. the Religious, Black Life Style, the Black Church, Responses to Oppression, and the "New Age" theme. The Black religious experience would be illuminated by such materials as Black music (spirituals, etc.), Black poems, and Black theological writings by such men as Bill Jones, Major Jones, L. V. Thomas, and Dr. James H. Cone

Jackson. 4

Additional Black Studies-oriented courses in the departments of Economics (the Economics of the Black Community), Psychology (the Psychology of the Black Community with an emphasis on childhood and family life), and Sociology and being developed.

A Black Studies Practicum, offering exposure to the economic, social, and political life of the Black Community, is established. Opportunities for students may include liaison work with various institutions that serve the Black Community, which include the Urban League, the Bedford-Stuyvesand D & S Corporation, and the Dartmouth College Jersey City Program. Students through the Center for Black Studies, have taken part in individual projects in congressional offices in Washington, D.C.

The major in Black Studies qualifies for the Bachelor of Arts degree upon completion of his or her educational career at Denison.

Arthur A. Zebbs, Director of the Center for Black Studies and Assistant Professor of Black Studies.

Benjamin F. McKeever, Assistant Professor of English.

Dr. Larry Ledebur, Associate Professor of Economics.

Dr. Claiburne Thorpe, Professor of Sociology.

Dr. John Kirby, Assistant Professor of History.

Dr. Naomi Garrett, Visiting Lecturer.

Dr. William Nichols, Associate Professor of English.

John Jackson, Instructor of Religion.

Dr. Emmett Buell, Assistant Professor of Political Science.

Dr. Joseph de Armas, Associate Professor of Modern Languages.

John Benissan, Visiting Lecturer.

Classical Studies

Classics has traditionally been interdisciplinary, a rigorous study of language, literature, philosophy, art, and history, conceived as an intellectual tradition that does not limit itself to a given nation or national history.

In line with this tradition, there is an interdisciplinary major entitled Classics. The requirements for the major are 16 hours of credit in either Greek or the Latin language, and 16 hours of credit in related courses (including advanced courses in Classics).

A clear rationale must be established between the related courses and the 16 hours of Greek or Latin. An example of such a "clear rationale" would be two years of the Greek language, concentrating on the reading of philosophic and historic texts, plus 16 hours of courses or directed studies in ancient philosophy, ethics, metaphysics, and logic, and/or ancient, medieval, or Renaissance history and/or ancient and medieval political thought, which are offered by the respective departments.

Also, a final project examining a problem determined by the rationale is required. In each case the particular curriculum and project is worked out by the student in consultation with a member of the Classics program and a faculty advisor or advisors from related disciplines (if relevant). This curriculum will be subject to the approval of the Classical Studies Committee.

Courses in Greek Language

GREEK 111-112 – BEGINNING GREEK. Basic grammar using Allen's *First Year Greek*. Students will learn to read Greek primarily by a close analyses of the language and reading texts of intellectual significance, including Herodotus and the New Testament. Way. 4

GREEK 211-212 – INTRODUCTION TO GREEK LITERATURE. The curriculum will depend on students' interest but will include at least two genres of Greek literature. The function of the course is to develop skill in reading Greek by focusing on its intellect. Way. 4

GREEK 361-362 – DIRECTED STUDY. (Advanced work in Greek) Way. 3

Courses in Latin Language

LATIN 111-112 – LATIN FOR WRITERS AND BEGINNING LATIN. The course will be taught for two groups of students: (a) those who want Latin to help them write, on the premise that "Some knowledge of Latin should be expected of those who study (English literature ... because *they*) are going to write" (T.S. Eliot), and (b) those who want to read Latin for some other purpose. Students of both groups will meet together, but there will be differences in work assigned. Students may elect only one semester, but the university language requirement can be fulfilled only by successful completion of two semesters. McNaughton. 4

LATIN 211-212 – INTRODUCTION TO LATIN LITERATURE. The curriculum will depend on students' interest but will include at least two genres of Latin literature. The function of the course is to develop skill in reading Latin by focusing on its intellect. Way. 4

LATIN 361-362 – DIRECTED STUDY. (Advanced work in Latin). Way. 3

Courses in Classical Civilization

CLASSICAL CIVILIZATION 101 — GREEK LITERATURE IN TRANSLATION.

The course is introductory and intended for all levels of students. Its focus is the Greek idea of literature. We will be particularly concerned with a description and definition of the nature of literature. Aristotle's *Poetics* and Pound's *ABC of Reading* are read as theory and Homer's *Iliad* and *Odyssey*, Sappho, Hesiod, and Greek tragedy as literature. We will also focus on the translations as a form of English literature. The course uses according to the skill of the student the four forms of criticism: criticism by discussion and explication, criticism by comparison, criticism by translation, and criticism by new composition (either in the same or different media).

Way. 4

CLASSICAL CIVILIZATION 102 — LATIN LITERATURE IN TRANSLATION.

The course is introductory and intended for all levels of students. Its focus is the Latin myth — that radiant world of the mind from Vergil to Dante. We will be concerned with a description and definition of literature. Aristotle's *Poetics* and Pound's *ABC of Reading* are read as theory and Catullus, Propertius, Vergil (*Aeneid*), Ovid (*Metamorphosis*), and Dante (*Divine Comedy*) as literature. We will also focus on the translations as a form of English literature. The course uses according to the skill of the student the four forms of criticism: criticism by discussion or explication, criticism by comparison, criticism by translation, and criticism by new composition (either in the same or different media).

Way. 4

CLASSICAL CIVILIZATION 211 — CLASSICAL WESTERN THOUGHT

(ROME AND ROMAN LAW). The tradition of Rome, particularly, the form and nature of Roman law, will be studied. This includes both the myth and history of Rome as it operated in the western mind. Topics: Roman order, constitution and law, the development of law, *Ius civile*, *Ius honorarium*, *Ius gentium*, law in the republic, "Scientific treatment" of law, the development of a legal profession, law in the empire, later Roman law, Justinian, Roman law in medieval and modern times. The course requires only an interest in history and philosophy.

Way. 4

CLASSICAL CIVILIZATION 212 — CLASSICAL WESTERN THOUGHT

(ARISTOTLE AND PLATO AND THEIR TRADITION). A limited number of the works of Aristotle, Plato, and Aquinas will be read in detail. The course is focused around the tradition of Aristotle and will discuss such topics as early Greek medicine, the presocratics, Alexandrian literary criticism, stoicism, neo-platonism, and scholasticism. The course requires only an interest in history and philosophy. This course is different in structure and content from Philosophy 331.

Way. 4

CLASSICAL CIVILIZATION 361-362 — DIRECTED STUDIES. Suggested readings — Greek and Latin historians.

Way. 3

East European and Soviet Studies

This Major is intended to confront the student with a value system different from the one in which he or she grew up. Students will take Soviet Studies 115, The Soviet Union as a Way of Life, and in addition courses in Russian Language, Russian Literature, Russian or Soviet History, Soviet Politics, Geography of the Soviet Union, and Comparative Economic Systems. The total number of required courses is eight, or about 30 credit hours. Among the courses related to this major are:

SOVIET STUDIES 115 – THE SOVIET UNION AS A WAY OF LIFE. This course, through the use of literature, film, discussion, and general interaction among the instructors and between the instructors and the students will introduce the land and the peoples of the Soviet Union and Eastern Europe. The course will present the cultural, political, and social heritage of the area of the world and create an awareness of the *weltanschauung* of the peoples of these countries in our present day.

Bigelow, Bishop, Wowk. 4

HISTORY 347 – HISTORY OF RUSSIA TO 1917. Development of the Russian people and state from their earliest origins to 1917: political, economic, and social relations, and foreign policy.

Bigelow. 4

HISTORY 348 – HISTORY OF THE SOVIET UNION. Political, economic, social, and diplomatic evolution of Soviet Russia and the Republics of the USSR from about 1917 to the present.

Bigelow. 4

HISTORY 360 – EASTERN EUROPE THE CULTURAL BATTLEGROUND OF EUROPE.

Bigelow. 3

RUSSIAN 111-112 – BEGINNING RUSSIAN. Drill in sentence patterns, with special attention to pronunciation and oral work, composition and reading. Work in the language laboratory is required. No credit is given for 111 unless 112 is completed. A student with one year of credit in high school Russian may register for 112.

4

RUSSIAN 211-212 – INTERMEDIATE RUSSIAN. Review of structure, conversation, reading, and composition. Drill in language laboratory is required. Prerequisite: 111-112 or two years of high school Russian.

3

RUSSIAN 305 – ADVANCED RUSSIAN GRAMMAR AND COMPOSITION. Intensive grammar review, reading, and composition. Conducted in Russian. Prerequisite: 211-212 or 4 years of high school Russian.

4

RUSSIAN 316 – 19th CENTURY RUSSIAN LITERATURE IN TRANSLATION FROM PUSHKIN TO TURGENEV. Major literary movements and figures with emphasis on works of Pushkin, Gogol, Lermontov, Goncharov, and Turgeniev. Conducted in English.

4

RUSSIAN 317 – 19th-CENTURY RUSSIAN LITERATURE IN TRANSLATION FROM DOSTOEVSKY TO BLOK. Major literary movements and figures with emphasis on works of Dostoevsky, Tolstoy, Aksakov, Leskov, Chekhov, Bunin, Andreev, and Blok. Conducted in English.

4

RUSSIAN 318 – RUSSIAN SOVIET LITERATURE. Major literary movements and figures with emphasis on works of Mayakovsky, Gorky, Fadeev, Leonov, Fedin, Sholokhov, and Pasternak. Conducted in English.

4

POLITICAL SCIENCE 322 – THE POLITICS OF THE SOVIET UNION AND EASTERN EUROPE. Designed to introduce the politics of the Soviet Union and eight East European states. Considered will be physical environment, language of Soviet politics (Marxism- Leninism), as well as some brief attention to Russian history and the history of working class movements. The Soviet Union will be considered in some detail as a political model. The Eastern European states of Albania, Bulgaria, Czechoslovakia, East Germany, Hungary, Poland, Romania, and Yugoslavia will subsequently be analyzed in terms of the transference of the Soviet model. In the course two themes will be emphasized—the developmental-modernization aspects of politics in the Soviet Union and Eastern Europe and the organizational bureaucratic aspects.

Bishop. 4

POLITICAL SCIENCE 339 – COMPARATIVE FOREIGN POLICY: THE SOVIET UNION AND THE UNITED STATES. This course will be a comparative analysis of the sources, institutions, and conduct of foreign policy in the contemporary international arena. Emphasis will fall upon the ways in which the major international powers define their foreign policy goals and attempt to research them.

Bishop. 4

POLITICAL SCIENCE 402 – SEMINAR: VARIOUS TOPICS ON SOVIET ELITE AND SOVIET FOREIGN POLICY.

Bishop. 4

ECONOMICS 312 – COMPARATIVE ECONOMIC SYSTEMS. A study of alternate economic systems as conceived by theoreticians and a comparative study of economic systems as they exist in reality. The course emphasizes the development and current performance of the economic systems of the United States, England, and the Soviet Union. Prerequisite: 200.

Henderson. 4

A Geography Course—GEOGRAPHY OF THE USSR AND EASTERN EUROPE, to be developed.

Mahard. 3

GEOGRAPHY 240 – GEOGRAPHY OF THE SOVIET UNION.

Mahard. 3

French Area Studies

The subjects taken for the Area Study major on France are chosen from Modern Languages, Geography, History, Political Science, Economics, Philosophy, Sociology, and English.

A student begins an Area Study of France by taking the introductory course, French 201-202. The course includes the cultural background and significant contemporary political, sociological, and economic problems of France—its position in the affairs of the world today and its relation to the United States. A directed study course in the area is taken during the senior year, giving the student an opportunity for independent study on any phase of the area which best satisfies his or her interests.

The Area Study program attempts to provide the background necessary for students who are planning to enter foreign service, business enterprises dealing with foreign countries, teaching, journalism, international relations work, or related activities. Its ultimate objective is to bring about a better understanding among peoples of various races and nations. It is valuable also as a cultural major, providing an understanding of the present-day characteristics and problems of the world outside the United States, leading to a better comprehension of our relationships with the foreign area.

French Area Studies

FRENCH 201-202 — AREA STUDY: FRANCE. The cultural background and significant contemporary political, sociological, and economic problems of France; its position in the affairs of the world today, and its relation to the United States. Conducted in English. Secor. 3

FRENCH 401-402 — PROBLEMS IN AREA STUDY. A terminal integrating course of independent study to be taken in the senior year by the student majoring in the transdepartmental sequence, AREA STUDY: FRANCE. Secor. 3

Language and literature 12 hours at the 311 level or above; must include:

FRENCH 415 — ADVANCED FRENCH GRAMMAR AND WRITING. Intensive grammar review and composition on the advanced level. Offered both semesters. First semester limited to seniors; second semester, juniors. Prerequisites: 311 and 312 or equivalent. Secor. 4

Economics

ECONOMICS 200 — PRINCIPLES AND PROBLEMS. An examination of the economic system to provide the knowledge of fundamental principles and working tools prerequisite for economic analysis. Student may fulfill the requirements either by a modular or self-paced program. The following represent some of the specific topics considered in the modular program:

- a. Growth and Change
- b. Business Firms and Consumers
- c. Political Economy - the Government's Role
- d. Urban Problems
- e. Environmental Problems
- f. Work and Leisure
- g. Emphasis on the Black Community
- h. Economies of the World

Staff. 4

ECONOMICS 314 — INTERNATIONAL ECONOMICS. The theory of international trade and the effects of trade on economic efficiency. Balance of payments disequilibria and the mechanisms and policies of adjustment procedures. Relationships between domestic income and trade. Regional economic integration. Prerequisite: 200. Lucier. 4

Geography

GEOGRAPHY 232 — GEOGRAPHY OF EUROPE. Environmental factors and their significance in the affairs of Europe; emphasis is placed upon geographic factors which play a role in current events in Europe. Mahard. 3

History

HISTORY 211 — MODERN EUROPE. An examination of European society from the French Revolution to the present in the light of the forces which mold its attitudes and institutions. Staff. 4

HISTORY 351 — EUROPEAN DIPLOMATIC HISTORY: 1815-1914. A study of European international relations from the Napoleonic period to the First World War. Schilling. 4

HISTORY 353 — WAR AND REVOLUTION IN THE 20th CENTURY. An examination of how the twin forces of war and revolution have shaped the character of our contemporary world. Geographically, the course will focus primarily on Europe. Schilling. 4

HISTORY 356 — INTELLECTUAL AND CULTURAL HISTORY OF MODERN EUROPE (19th and 20th CENTURIES). The main currents of Western European thought examined as responses to scientific, economic, social, and political developments in eras of profound change. Watson. 3

Political Science

POLITICAL SCIENCE 221 — COMPARATIVE POLITICS. A conceptual introduction to the comparative study of politics. The course will present basic social science concepts as tools to analyze politics and political change in modern industrial societies. The course will include a data analysis project utilizing Denison's computer. Bishop. 4

POLITICAL SCIENCE 341 — INTERNATIONAL POLITICAL SYSTEMS AND PROCESSES. Designed to examine the various modes of analyzing the international political systems and the major political processes supporting it. Among the topics of concern will be the past, present, and prospective patterns of international action and the relevance to each of such factors as domestic and international violence and threats of violence, bargaining, technology, and the various forms of transnational competition and cooperation. Busch. 4

Electives

ENGLISH 349 — READINGS IN EUROPEAN LITERATURE. Selected complete works in translation from Dante, through Cervantes, Moliere, Goethe to Ibsen and Tolstoy. Downs. 4

ENGLISH 350 — MODERN EUROPEAN LITERATURE. Selected major 20th Century works in translation, including such writers as Proust, Kafka, Pirandello, Unamuno, Lorca, Rilke, Gide, Kazantzakis, Camus, and Thomas Mann. Downs. 4

INTERDEPARTMENTAL 271-272 — GENERAL LINGUISTICS. The study of the analytical (Phonology, morphology, syntax) and cultural (comparative and anthropological linguistics) aspects of language, respectively. Goodman. 4

ART 205-206 – HISTORY OF ART SURVEY. General survey of the Arts of the Western World. Ancient and Medieval (first semester), Renaissance and Modern (second semester). May be taken separately. **Rosen, Hirshler. 3**

ART 407-408 – MODERN ART. First semester covers from the end of the French Revolution, i.e. ca. 1795-1880's, painting, sculpture and architecture, and the developments usually classified under Romanticism, Classicism, and Eclecticism. Second semester covers from the late or post impressionism to, and including the contemporary scene. May be taken separately.

Hirshler, Bogdanovitch. 3

The France Area Study major is coordinated by Dr. Walter Secor, Professor of Modern Languages.

Faculty on the France Area Study staff are Dr. Secor; Dr. Richard Lucier, Assistant Professor of Economics; Dr. Lenthel Downs, Professor of English; George Bogdanovitch and Dr. Eric Hirshler, Professors of Art, and Steven W. Rosen, Assistant Professor of Art; Dr. Richard Mahard, Professor of Geology and Geography; Dr. Felicitas D. Goodman, Assistant Professor of Sociology and Anthropology; Dr. David Watson, Professor of History, and Dr. Donald Schilling, Assistant Professor of History; and Dr. William Bishop, Associate Professor of Political Science, and Dr. Terry Busch, Assistant Professor of Political Science.

A student interested in this program should contact Mr. Secor.

Latin American Studies

With the emergence of Latin America to an important position in world affairs, as well as in the Third World, with the increasing interest of North Americans in hemispheric events, and in light of the current political and economic situation in some of the countries south of our border, Denison University is offering an interdisciplinary major which affords both broad preparation and specialized training in the field of Latin America.

The studies are inter-disciplinary in their approach and are designed to develop competence relevant to employment in governmental agencies, private enterprise, and teaching, as well as a good and broader preparation for graduate work.

Although the designed program is a flexible one, offering some options to the students, a minimum of 30 hours is required. Nevertheless, special consideration could be given by the Committee of Latin American Studies to individual needs and interests.

The Latin American Studies curriculum consists of:

Language — Proficiency in Spanish or Portuguese (four years in high school or its equivalent in college) and one of the following courses: Spanish 216, 217, or 378, unless waived.

Latin America — One course, Introduction to Latin American Studies, Spanish 201.

History — Two courses, from 391, 392, 393, 394.

Economics — One course, 316 or 350.

Geography — One course, 230.

Sociology — One course, 319.

Latin America 401 — Two courses (seminars) in any area or field.

Study abroad or at other universities:

Students are strongly suggested to engage in a program of studies in a Latin American country — Brazil, Colombia, Costa Rica, etc. — or at a North American university which is outstanding in the field of the individual student's interest.

The Latin American Studies major is organized and administered by a faculty committee and a coordinator. The committee, acting as a department, coordinates, reviews, and changes the program according to economic, political, historical, and sociological events of modern Latin America. Updating the program is a major objective of the committee and staff.

Staff:

Dr. Joseph R. de Armas — Coordinator, Latin American Studies Program and Associate Professor of Modern Languages.

Dr. Donald M. Valdes — Professor of Sociology and Anthropology.

Dr. Charles W. Steele — Professor of Spanish.

Dr. Richard H. Mahard — Professor of Geography.

Dr. Robert B. Toplin — Assistant Professor of History.

Dr. Paul G. King — Associate Professor of Economics.

Dr. Felicitas D. Goodman — Assistant Professor of Sociology and Anthropology.

For information, contact Mr. de Armas.

Latin American Studies

SPANISH 201 — INTRODUCTION TO LATIN AMERICAN AREA STUDIES.

An introduction to the nature and problems of Latin American Civilization. A study of the land, the people, their culture, and its place in the contemporary world. Conducted in English.

Armas. 4

Language and Literature (one course)

SPANISH 216 — CONVERSATION. Intensive practice in audio-lingual skills on the intermediate level. Prerequisite: 215 or consent of instructor.

Armas, Proano. 4

SPANISH 217 — SELECTED WRITINGS IN SPANISH. An advanced intermediate course representing a springboard into the various areas. The course content will include the study of examples of all genres: novel, short story, drama, essay, poetry, non-literary articles. Prerequisite: 215 or consent.

Steele. 4

INTERDEPARTMENTAL 378 — A STUDY OF SELECTED WORKS IN TRANSLATION OF SPANISH - AMERICAN WRITERS. These writers are living symbols of the ideological and social struggle of Latin America and the Third World. While the outstanding literary value of their works will be examined and established, the emphasis of the course will be on examining them as interpretations of a culture. As statements of problems, values, and hopes of Latin Americans, they are in turn expressions of universal man.

3

History (two courses)

HISTORY 391 — INTRODUCTION TO LATIN AMERICA. A survey of the colonial period and an introduction to the problems of Mexico, Central America, and the Caribbean in modern times. Special emphasis is given to a study of the Mexican and Cuban revolutions.

Staff. 4

HISTORY 392 — MODERN SOUTH AMERICA. A survey of South America in the 19th and 20th centuries and a study of the problems of economic and social change.

Staff. 4

HISTORY 393 — MODERN LATIN AMERICA: EVOLUTION OR REVOLUTION? An examination of contemporary Latin American history, focusing on topics such as models for economic change, United States diplomacy, Marxism, guerilla activities, the Cuban Revolution, and the role of the military.

Staff. 4

HISTORY 394 — HISTORY OF BRAZIL. A study of the social, political, and economic history of Brazil from Colonial times to the present. **Staff. 4**

Sociology and Anthropology (one course)

SOCIOLOGY 319 — SOUTH AMERICAN INDIANS. Ethnography of Indians south of the Rio Grande with special emphasis on culture contact and culture change. No prerequisites. Offered first semester. **Goodman. 3**

Economics (one course)

ECONOMICS 316 — ECONOMIC DEVELOPMENT. A survey of the structure and problems of the underdeveloped economies, with particular emphasis on the major determinants of economic growth. Prerequisite: 200. **King. 4**

ECONOMICS 350 — LATIN AMERICAN ECONOMIC DEVELOPMENT. Open to advanced students with the consent of the instructor. **Staff. 4**

Geography (one course)

GEOGRAPHY 230 — GEOGRAPHY OF LATIN AMERICA. Environmental factors and their significance in the affairs of South America. **Mahard. 3**

Seminars

LATIN AMERICAN 401 — SEMINARS IN PROBLEMS IN LATIN AMERICA. Two seminars. Seminars in the different areas and/or problems in Latin America and developed by the different departments participating in the program. **Armas. 6**

Urban Studies

The Urban Studies major is a trans-departmental approach to the study of urban life.

The student is given a variety of social scientific views of the nature of urban existence in the five-course core curriculum. In addition, the student may pursue his or her particular interests by selecting from a list of appropriate cognate courses.

Alternatively, a range of experiential options available in urban areas may be chosen by students who desire to increase their first-hand knowledge of the city.

Up to 8 credit hours from this experience may be applied toward the major. Satisfactory completion of 32 credit hours is required for the major.

Core Courses

Basic courses required of all majors include the following:

INTERDEPARTMENTAL 211

THE STUDY OF URBANIZATION. Deals with the origins of cities, the role of cities in the social, political, cultural, and economic development of areas. Major theories are discussed in a critical comparison of the contributions of the different social sciences to urban studies. **Staff. 4**

HISTORY 312 -

THE CITY IN AMERICA. The pattern of American urban growth from colonial times to the present will be examined, with somewhat more attention being given to the post-Civil War period. Intellectual and cultural aspects will be considered along with the economic, social, and political. **Chessman. 4**

SOCIOLOGY 307

URBAN SOCIOLOGY. The social structure of the metropolis including its class structure, behavioral patterns, and cultural framework are explored. An institutional and crosscultural approach will be utilized whenever possible. Prerequisite: Sociology 207, 330, or Interdepartmental 211. **Staff. 4**

ECONOMICS 320

URBAN ECONOMICS. An examination of the economic problems and remedial alternatives in urban areas. This includes analysis of such problems as the declining environmental quality of urban areas, urban sprawl, urban blight, the declining inner city, maldistribution of incomes and job opportunities, air and water pollution, waste disposal, urban transportation systems, and racial enclaves. The causal factors creating these urban dilemmas and the policy alternatives available for the improvement of the quality of urban life are examined and remedial policy measures evaluated. Prerequisite: Economics 200. **Ledebur. 4**

POLITICAL SCIENCE 333 -

URBAN POLITICS. Each spring semester, Urban 204 focuses on some specific problem areas of public policy confronting the nation's cities. This term the focus will be on poverty. The course will deal with definitions of poverty and their consequences, the difference between urban and rural poverty, the concentration of the poor, the antipoverty programs of the Kennedy, Johnson, and Nixon administrations, the role of policy-making institutions in dealing with poverty, and proposed solutions. **Buell. 4**

Possible Cognate Courses

Additional credits which may be applied toward the major may be obtained in cognate courses. Selection of appropriate courses will be made in consultation with the major advisor and in accordance with the student's special interests. These courses may include such offerings as the following:

Black Studies 231-232 –	Black Culture in America
Black Studies 235 –	The Nature of Black Studies
Interdepartmental 441-442 –	Environmental Studies
Interdepartmental 441A-442A –	Environmental Studies Seminar
History 215 –	History of Blacks in America
History 305 –	Recent American History
History 314 –	American Social History Since 1860
History 343 –	Modern Britain
History 352 –	Social History of Modern Europe
History 356 –	Intellectual and Cultural History of Modern Europe
Economics 300 –	Contemporary Economic Issues and Policy
Economics 302 –	Micro Economics
Economics 310 –	Public Finance
Economics 316 –	Economic Development
Economics 318 –	Economic Development of the United States
Political Science 211 (section 2 U) –	American Political Behavior and Institutions (Urban emphasis)
Sociology 208 –	Human Ecology
Sociology 209 –	Social Problems and Social Policy
Sociology 313 –	The Family
Sociology 340 –	Collective Behavior
Art 312 –	History of Contemporary Architecture
English 255 –	Imagination and Black Experience in Literature
Psychology 338 –	Social Psychology

Descriptions of the above cognate courses may be found in their respective departmental sections of this book.

A description of available experiential options is available through the Office of the Urban Studies Director, Mr. Potter. Included among these options is an interdepartmental field/study seminar to be offered regularly by members of the Urban Studies Coordinating Committee. This seminar is devoted to research projects focused on nearby urban areas.

Students interest in the Urban Studies program should see Mr. Chessman.

Interdepartmental Courses

INTERDEPARTMENTAL 18 — INTRODUCTION TO PHILOSOPHY AND THEOLOGY. A study of selected philosophical issues including: freedom and determinism, ethical relativity, the objectivity of knowledge, the possibility of knowledge of God, and the purpose of human existence. Students read and critically analyze representative essays from a variety of historical periods. They are encouraged to express their own judgment on the issues through class discussion, papers, and essay exams.

Scott, Gibbons. 4

INTERDEPARTMENTAL 130 — PSYCHOLOGY OF EFFECTIVE STUDY. This seminar is intended primarily for students who feel that academic difficulty (whether present or anticipated) may result from inefficient methods of study. The course will focus on those skills related to efficient processing of information. This will include a brief introduction to basic concepts related to the memory system—that is, how information is stored and retrieved from memory. The emphasis of the course will be on effective strategies and procedures related to the acquisition and retrieval of information. Among topics to be covered are: Understanding and Comprehension, Organization and Memorization, Examination Skills, and Basic Reading Skills. In addition, some time will be devoted to motivational variables and effective budgeting of time. Limited enrollment. Graded on satisfactory/unsatisfactory basis.

Thios. 2

INTERDEPARTMENTAL 140 — CAREER PLANNING. An examination of the basic techniques and resources available for developing a career plan, determining the employment requirements and the current and prospective demand for persons engaged in particular occupations and in specific sectors of the economy, and in locating and securing employment which provides an opportunity to use one's talents to the fullest. Students develop their ability to use these resources and to apply these techniques effectively themselves through a planned program of reading and exercises designed for this purpose. Satisfactory/Unsatisfactory grading. Prerequisites: junior or senior standing.

Huff. 3

INTERDEPARTMENTAL 246 — WOMEN'S STUDIES. A survey course by and about women, presenting content which belongs to various academic disciplines but which is often omitted from courses offered within university departments. Topics are selected from social sciences, life sciences, humanities, and fine arts, utilizing the competence of faculty and other women as participant-lecturers wherever possible. Equal emphasis is placed upon developing mastery of content, self-awareness of sex roles, and community responsibility. Instruction is by means of required and suggested readings, lectures by local and visiting experts, films, small group discussions, individual and group projects, and student writing. Evaluation is on the basis of Satisfactory/Unsatisfactory. Letter grading is possible by petition in advance. Open to women and men.

Staff. 3

INTERDEPARTMENTAL 271-272 — GENERAL LINGUISTICS. The study of the analytical (phonology, morphology, syntax) and cultural (comparative and anthropological linguistics) aspects of language, respectively.

Goodman. 4

INTERDEPARTMENTAL 320 — ASIAN LITERATURE IN ENGLISH TRANSLATION. A sampling, chronological within each culture, of drama, epistle, essay, fiction (long and short), and poetry (epic, ode, lyric) from Babylon, China, India, Japan, Persia, and other Asian countries.

Stoneburner. 4

INTERDEPARTMENTAL 324 — RELIGION AND PSYCHOLOGY. An exploration of the religious phenomenon from the perspective of psychology. In reading works by C.G. Jung, Sigmund Freud, Erich Fromm, and others, attention will be given to their operative understanding of religion and the appropriateness of their methodology to the subject matter. Analyses will be made of psychological and theological statements on a common religious theme. Some attention will be given to efforts at correlating the two disciplines. Same as Religion Religion 324.

Woodyard. 4

INTERDEPARTMENTAL 341 — CARIBBEAN STUDIES. A seminar designed for students who wish to combine a study of some aspects of the Caribbean area. The course offers a broad perspective of the ethnic, social, political, and economic problems of the so-called Caribbean area, which encompasses black as well as white countries. The focus of the seminar will be on the troublesome spots of the Caribbean: Cuba, Puerto Rico, Haiti, Barbados, Martinique, etc., and their relationship to the United States. **Armas. 3**

INTERDEPARTMENTAL 349 — JEWISH CULTURAL AND INTELLECTUAL HISTORY. The fall semester covers post-Biblical to the Enlightenment periods. The spring semester covers the Enlightenment to modern times. A student may enroll for either segment or both. Three credits each semester. **3-3**

These are new courses planned to be taught only once or twice. They have been developed by members of the faculty, frequently working as a team, who are excited about trying out some new ways of putting subject matter together.

INTERDEPARTMENTAL 372 — SUMMER PROGRAM IN CROSS-CULTURAL PSYCHOLOGY. The intent of this month-long, off-campus, summer program is to allow for your learning on two interrelated topics: 1) the ways one's own cultural background affects perceiving and behaving and 2) the ways learned conceptions of self affect one's perceptions and behavior in a new culture. In order to do this effectively, it is necessary to be intensively involved in a contrasting culture and to develop a special quality of communication with a small learning group. By perceiving and behaving within a contrasting culture it is expected you will learn not only about that culture but also about you - about you in relation to your home culture, about you in relation to a mutually interdependent learning group, and about you in relation to the physical challenges of living in that new culture. Course format includes a homestay living arrangement, presentations in the history, folklore, and customs of the new culture, presentation of discussion topics in the area of cross-cultural psychology, and beginning language instruction. (In 1973 the group lived for two weeks in a small Swiss village and backpacked for two weeks in the high Alps.) Each participant desiring credit will be expected to: a) select a particular psychological variable upon which to focus study, b) pursue, prior to the overseas expedition phase, readings on the variable chosen, c) prior to departure, pre-test his/her method of study, d) present, not later than 6 weeks after the expedition, an integrative paper or film. Accompanying the group will be two faculty members; a psychologist/program director and a bi-lingual native chosen for his ability to articulate psychological variables of the contrasting culture. Depending on the student's work, it will be possible to earn up to four hours of academic credit. The grading system will be a Credit/No Entry. **Tritt. 1-4**

INTERDEPARTMENTAL 441-442— ENVIRONMENTAL STUDIES. The course includes a seminar and problem-oriented experience integrated into a closely coordinated senior program. This program is conceived of as an in-depth investigation of one significant environmental problem, ideally of local community concern, which will focus the attention of all students and faculty upon relevant factors and their implications for solutions. In this manner each participant will contribute from his or her special area of emphasis while experiencing the integration needed for a comprehensive approach to a problem with inherent complexity. The teaching staff consists of eight faculty members — one from each of the following departments: Economics, Political Science, Sociology, Psychology, Biology, Chemistry, Geology, and Physics. Prerequisites: Senior standing, taking concentration in Environmental Studies. **Staff. 6**

INTERDEPARTMENTAL 441A-442A — ENVIRONMENTAL STUDIES SEMINAR. This program is designed to confront students from diverse disciplines with the complexities associated with those problems centering on environmental quality and its determination. By seminars, field trips, and participation in hearings, conferences, or meetings, students and faculty will come to grips with actual problems found in Central Ohio. This will involve, in addition to attendance, preliminary preparation and follow-up discussions. **Staff. 2**

Experimental Interdepartmental Courses

INTERDEPARTMENTAL 131 — PERSONAL GROWTH AND DEVELOPMENT: PREPARATION AND PLANNING. This course is intended to assist students in exploring their personal growth and development and the possibilities contained within this environment which might be catalytic in initiating and sustaining this process of growth, development, and lifetime learning. It consists of four primary states: 1. developmental planning consisting of (a) personal planning, (b) educational planning, and (c) career planning; 2. educational skills consisting of (a) cognitive styles, (b) affective styles, (c) study skills, and (d) study methods and memory retention; 3. individual development; 4. associational (social) development. Satisfactory/Unsatisfactory grading. Prerequisite: Freshman standing.

Lucier, Thios, Gilbert, Ledebur. 2

INTERDEPARTMENTAL 190-191 — POVERTY AND THE SOCIAL SCIENCES. This course will examine in depth the phenomenon of poverty in an affluent society and the strategies and outcomes of governmental programs designed to eliminate or alleviate poverty. By focusing on the social, economic, cultural, and political problems associated with poverty, this course will also attempt to introduce students to social science reasoning and methodology. The course will be divided into two general themes, each to occupy a semester's time. I.D. 190 will concentrate on problems of definition and understanding of poverty, and will thus develop the theme of "theory." I.D. 191 will concentrate on specific programs and strategies for future programs, and will thus develop the theme of "action." Included in I.D. 190 will be various ways of defining poverty, historical analysis of poverty in the U.S. and Great Britain, poverty in the Third World, industrialization and poverty, and the culture of poverty debate. I.D. 191 will involve extensive examination of existing or recent programs in housing, food, cash transfers, adult education, legal assistance, job training, youth development, agricultural assistance, minority business growth, and other governmental efforts at reducing poverty-related problems. Major emphasis will be placed on how programmatic success and failure are conceptualized and measured by governmental decision-makers, clients, the public, interested groups, and other actors in the policy process. The role of social scientist as advisor to governmental programs will be explored at length. Students who have had Political Science 333b are not eligible; restricted to freshmen and sophomores only. I.D. 190 may be taken for 4 credit hours, or both sequences may be taken for 8 credit hours. No new students will be allowed to enroll in I.D. 191.

Buell. 8

INTERDEPARTMENTAL 305 — A FALL CHALLENGE. The course will consist of two components, a wilderness and an on-campus phase. **WILDERNESS PHASE:** This phase will take place between August 11 and September 1 in West Virginia. Outdoor skills will include backpacking, rock climbing, and first aid. In addition, students will be expected to focus on a particular academic discipline such as geology, history, sociology, etc., and keep an observational journal in their chosen discipline. This phase of the course will be staffed by faculty and students with Outward Bound experience and by an Outward Bound consultant. **ON-CAMPUS PHASE:** Students will be expected to participate in prearranged stress experiences, group initiated projects, and individually designed projects. Stress experiences may include working in a hospital and hiking at night. Group initiated projects will be formulated and executed by the students and must be completed during the semester. Individual projects will be self-directed and the results of the project must be presented at the end of the semester in a seminar. Credit/No Entry grading. Cost approximately \$300, plus personal items. Prerequisite: Physical examination. Offered in 1974-75 only.

Parchem. 4

INTERDEPARTMENTAL 313-314 – CLASSICAL EAST ASIAN THOUGHT. A study of the classic values and ideas of East Asian Civilization - China and Japan. Confucianism, Taoism, and Shinto will be studied not only in themselves, but in comparison to Western values and ideas. Ethics, politics, aesthetics, poetics, metaphysics, and economics will be among the areas studied. The first semester will consider the evolution of these concepts in the Classical Period. The second semester will consider the evolution of classical form up to and including modern times. Each semester course may be taken independently of the other. Offered in 1974-75 only. McNaughton. 4

INTERDEPARTMENTAL 367 – THE FRENCH NOVEL, 1900-1970 (in English). From Proust to Tournier and back; the long way. Excursions to the monuments of Gide, Mauriac, Malraux, Sartre, Camus, and Robbe-Grillet. Joseph. 4

Art

The Three-Hour Basic Requirement in the Arts may be satisfied by taking 103 or any Art History course. Art 103 does not count toward the minimum hours for an Art major.

Major in Art

The Art Department offers courses for two degrees – Bachelor of Arts with a major in Art and a Bachelor of Fine Arts.

The candidate for the Bachelor of Arts degree may take up to 52 semester-hours of credit. The minimum requirement in Art is 24 semester-hours.

The candidate for a Bachelor of Fine Arts degree may take a greater number of semester-hours of credit in the Studio, Art History, and related fields. For this degree the candidate is privileged, with the consent of the departmental chairman, and adviser, to substitute for Specified Requirements. The minimum requirement in Art is 40 semester-hours. No less than 12 hours of Art History are required.

Prospective students who apply for admission for the B.F.A. degree are invited to submit a portfolio for evaluation and recommendation to the Admissions Committee between the middle and end of February.

The student may elect to work toward either degree in the following programs:

Art History offers two kinds of majors. There is the professional major for a student who wishes to pursue his or her studies later at a graduate school and the major who is looking for a career in connoisseurship, conservation (care and restoration of works of art) teaching art history at the secondary school level or working in museums or civil service. The B.A. is the typical degree in this program although under certain circumstances a B.F.A. may be recommended in consultation with advisers and the chairman. In addition to meeting the departmental minimum semester-hours, an Art History major is advised to take two courses in the Studio field and to take foreign languages.

Studio Major is offered for the student who plans a career as an artist or as an artist working as a college or high school teacher of Art. Areas of studio concentration offered in this program are Ceramics, Graphics, Painting, Sculpture, and Photography. The B.F.A. is typical of this major, although it is possible to major in the Studio field as a B.A. candidate. Students planning to take the B.F.A. degree must elect this program no later than the first semester of the sophomore year. Any student whose interest lies in the Studio area should enroll in the Principles of Art courses in the *freshman* year.

Senior art students hoping to complete a Bachelor of Arts degree in Studio Art will present a group show of their work each year. This work will be evaluated by the art staff as a whole with all the concerned students present.

Starting with the fall semester of 1973, the fine arts faculty will meet with all junior studio majors to review and evaluate their work.

Beginning with the 1973-74 academic year, any student wishing to complete a Bachelor of Arts degree in Studio Art must have a minimum of nine hours or three courses in one particular studio area (Painting, Prints, Sculpture, Ceramics, Drawing, or Photography).

A candidate for the Bachelor of Fine Arts degree is required to take a minimum of 40 credit hours in his or her major. A student may design a joint or combined major involving more than one Fine Arts Department.

In addition, a student will take a minimum of 15 credit hours in any of the following areas, other than the major area of concentration: art history, dance, music, theatre, film, photography, studio art.

A Bachelor of Fine Arts degree candidate in studio art must take no less than 12 credits in art history. This can be used to help satisfy the related arts fields requirement of the B.F.A. degree.

<u>Studio Art</u>	<u>B.A.</u>	<u>B.F.A.</u>
Min. Hrs.	24	40
Art. Hist. Requirement	15	12 *
Related Arts Area	—	15

* May be used to satisfy the related arts requirement

<u>Art History</u>	<u>B.A.</u>	<u>B.F.A.</u>
Min. Hrs.	24	40
Art Hist. Requirement	—	24
Studio Requirement	2 courses encouraged	—

Certain courses in this department require the use of safety glasses. These courses are designated with the words "Safety Glasses Required" at the end of their descriptions. A full statement on the use of safety glasses appears on page two.

History of Art Courses

ART 101 — FORMS OF VISUAL ARTS. Illustrated lectures dealing with a topical survey of the visual arts including architecture, sculpture, painting, and the minor arts.

Staff. 3

ART 121 – FIELD TRIP. Spring vacation field trip to metropolitan museums, galleries, and other art centers, and interviews with leading artists; preceded by studies of collections and followed by written reports. **Staff. 3**

ART 205-206 – HISTORY OF ART SURVEY. General survey of the Arts of the Western World. Ancient and Medieval (first semester); Renaissance and Modern (second semester). May be taken separately. **Rosen, Hirshler 3**

ART 301 – ANCIENT ART. A survey of the ancient arts of the valleys of the Nile, and the Tigris-Euphrates. The development of ancient Greek architecture, sculpture, and vase painting from Minoan through Hellenistic times; the contribution of archeology to the knowledge of Greek Art. **Rosen. 4**

ART 303 – MEDIEVAL ART. A selective survey of Early Christian, Byzantine, Romanesque, and Gothic Arts considered in their social and cultural context. **Rosen, Hirshler 4**

ART 304 – ITALIAN RENAISSANCE ART. Study of architecture, sculpture, and painting of the Italian-centered Renaissance beginning with the Humanism of Giotto in the Trecento and through the Mannerist crisis of the early 1600's. **Rosen. 4**

ART 305 – NORTHERN RENAISSANCE ART. Study of architecture, sculpture, and painting in Northern and Central Europe (France, the Low Countries, Germany, etc.) from the 14th Century (Van Eyck) through the Age of Reformation (Durer and his contemporaries). **Hirshler. 3**

ART 306 – BAROQUE ART. The Art of Italy, France, The Netherlands, and Germany from 1600 to 1750 with emphasis on Rubens, Rembrandt, Poussin, Bernini, Mansart, and others. **Hirshler. 3**

ART 307 – INDIAN ART. The Art of India, beginning with the Indus Valley Civilization through the Moghul era. A foundation of architecture, sculpture, and painting of Hindu, Buddhist, and Muslim India designed as a beginning for all of Asia Art. **Staff. 3**

ART 308 – ART OF CHINA & JAPAN. The Art of Northern Asia as exemplified by Chinese and Japanese sculpture, painting, and ceramics. A fundamental study, beginning with prehistoric times up to the 20th century. Also, an opportunity to work with the Dye collection of Chinese art. **Staff. 3**

ART 309 – ISLAMIC ART. The Art of the Middle East under Muslim rule; a study ranging from the 7th century A.D. until the 18th century in Spain, Egypt, Syria, Turkey, and Persia. Architecture, painting, rugs, and ceramics of the most important Muslim art centers. **Staff. 4**

ART 310 – BURMESE ART. The Art of Southern Asia as seen in Burma, Thailand, and Cambodia. Studied as an outgrowth of Indian culture redefined in each of the three countries and how each differs from India and each other. Opportunity to work with Denison's Burmese collection directly, thus learning some problems of museology and curatorship. **Staff. 2**

ART 311 – ART & SOCIAL PROTEST. A study of artists as social critics in prints, drawings, and paintings; the art of social and political propaganda, reform, and revolution. **Hirshler. 3**

ART 312 – HISTORY OF CONTEMPORARY ARCHITECTURE. An international survey of building types, materials, design, and structure from the "cast iron age" to the present day. The course will cover the making of the international style and America's contribution. Major figures such as the work of Gropius, Corbusier, Sullivan, Wright will be discussed. **Bogdanovitch, Rosen. 3**

ART 313 – AFRICAN ART. A series of coordinated lectures. **Staff. 3**

ART 403 – MUSEOLOGY. This course will place special emphasis on the scholarly and professional aspects of formal museum operation. The offering will explore the functions and responsibilities of the curator (research, attribution, publication), the registrar (maintenance of and the production of an archive and general catalogue), accessioning (numerical organization of the collection, reception of objects), and the conservator (restoration, preservation). **Rosen. 2**

ART 407-408 — MODERN ART. First semester covers from the end of the French Revolution, i.e. ca. 1795-1880's, painting, sculpture and architecture, and the developments usually classified under Romanticism, Classicism, and Eclecticism. Second semester covers from the late or post impressionism to, and including the contemporary scene. May be taken separately.

Hirshler, Bogdanovitch. 3

ART 425 — ART IN AMERICA. A survey of the Arts in America from the colonization and settlement to the contemporary scene with emphasis on continental influences in the early years, and the later contributions of America to contemporary Europe.

Bogdanovitch. 3

Studio Courses

ART 103 — ELEMENTS OF VISUAL ARTS (Sections One and Two). Studio Art appreciation. Problems in two-and three-dimensional design to acquaint the student with the contemporary designer's visual vocabulary of form and to test the student's interest and range of ability in the Visual Arts.

Campbell. 3

ART 115 — PRINCIPLES OF PAINTING. The principles of painting in several media include egg tempera, oil, watercolor and acrylic and mixed media with a strong emphasis on design and drawing as it relates to the conception of painting. A one semester course offered every semester.

Bogdanovitch, Jung. 4

ART 131 — PRINCIPLES OF PRINTMAKING. a. Drawing, design, b. setting up equipment, tools, materials, work methods, printing, registration, the edition, protection of prints, c. direct involvement with relief silkscreen, intaglio. A one semester course offered every semester — Safety glasses required.

Campbell. 4

ART 141 — PRINCIPLES OF SCULPTURE. This course is based in three areas of concentration. A student will be led to the sculptural idea through a strong grounding in drawing, a historical and contemporary approach to sculptural philosophy through readings and discussion and finally through a confrontation of materials and sculptural process. These will not be approached as separate units but as a total experience — Safety glasses required.

Komives. 4

ART 211-212 — LIFE DRAWING. Study from the human figure in charcoal and other media with emphasis on structure in line, value, and color.

Bogdavenovitch, Jung. 3

ART 213-214 — LIFE DRAWING WORKSHOP. Advanced study in figure drawing, emphasizing individualized interpretations of the figure in relation to painting, sculpture, and graphics. Prerequisite: 211-212/or consent.

Bogdavenovitch, Jung. 3

ART 217-218 — INTRODUCTION TO STILL PHOTOGRAPHY. Function of cameras, films, developers, and lenses, taking pictures, developing of negatives and printing, elementary problems of light, form, texture, and composition; historic overview of the camera. Offered both semesters.

Staff. 3

ART 221-222 — CERAMICS. Basic techniques of building ceramic forms by hand and by wheel as well as by glaze formula, decorative techniques, and the firing process.

Komives, Staff. 3

ART 231-232 — GRAPHICS. The several media of printmaking include woodcut, linoleum, and etching in black and white and in color.

Campbell. 4

ART 241-242 — SCULPTURE. Experiments in three-dimensional design in various media including clay, casting in plaster, direct work in wood, and plastics. Prerequisite 141 beginning second semester — Safety glasses required.

Komives. 3

ART 315-316 — INTERMEDIATE PAINTING. Prerequisite: 215

Bogdanovitch, Jung. 3

ART 317-318 — ADVANCED PHOTOGRAPHY. Building on previous acquisition of skill and mechanical knowledge, the student is expected to develop a high degree of competence and independent style in the use of the camera. Students will be expected to participate in photography exhibits. Prerequisites: 217-218 and consent.

Pelosini, Jung. 3

ART 321-322 — INTERMEDIATE CERAMICS. Prerequisite: 221-222. Komives. 3

ART 341-342 – INTERMEDIATE & ADVANCED SCULPTURE. Prerequisite: 241-242 – Safety glasses required. Komives. 3

ART 361-362 – DIRECTED STUDY. For the student of marked creative ability who wishes to pursue advanced subjects not otherwise listed, such as design, drawing, graphics, ceramics, or history, and criticism. 3

ART 401 – VISUAL ARTS PRACTICUM. Theory and creative practice in selected areas of the visual arts for the talented and superior student. As registration warrants, the areas listed below will be offered. No more than 18 semester-hours of credit will be counted toward graduation.

- a. Figure and Portrait Painting
- b. Design
- c. Historic Methods and Materials of Painting and Drawing
- d. Ceramics
- e. Sculpture
- f. Graphics
- g. Commercial Art
- h. Fashion Illustration
- i. Seminar in Art Theory
- j. Assemblage
- k. Watercolor

2-18

ART 451-452 – SENIOR RESEARCH. Staff. 4

ART 461-462 – INDIVIDUAL WORK FOR HONORS. Staff. 4

TEACHING OF PUBLIC SCHOOL ART (See EDUCATION 341.)

Astronomy

Astronomy 100a and Astronomy 100b are two separate courses in Descriptive Astronomy each covering the whole of Astronomy with somewhat different emphases. *Either may be used to satisfy one course of the science requirement.* The student who desires preparation for graduate work in Astronomy, Astrophysics, or Space Physics should pursue a modified major in Physics. This program normally will include one or more year courses in Astronomy. See Courses of Study in *Physics*.

ASTRONOMY 100a-EXPLORATION OF THE GALAXY. This course stresses the region of space near the sun. Topics include time, observational techniques, the planets, space travel, the sun as a star, other stars, the galaxy and the origin of the solar system, three lectures and one 2-hour laboratory period each week. **No previous training in Physics or College Mathematics is required.** Offered each semester.

Staff. 3

ASTRONOMY 100b-EVOLUTION OF STARS AND GALAXIES. This course stresses the vast regions of space of which the whole solar system is a minute part. Topics include optical and radio observational techniques, stellar classifications, and their evolutions, models of stars, interstellar material, galaxies, cosmology and cosmogony, three lectures and one 2-hour laboratory period each week. **No previous training in Physics or College Mathematics is required.** Offered each semester.

Staff. 3

ASTRONOMY 311-312-SPECIAL TOPICS IN ASTRONOMY. This course is to provide qualified students with the opportunity to pursue experimental and theoretical work in one or more of the areas of modern Astronomy. Prerequisites: Junior standing and consent

Staff. 3 or 4

ASTRONOMY 361-362 - DIRECTED STUDY. Prerequisite: Consent of chairman

Staff. 3

ASTRONOMY 451-452-SENIOR RESEARCH.

Staff. 4

ASTRONOMY 461-462-INDIVIDUAL WORK FOR HONORS.

Staff. 4

Biology

Three basic concerns of this department are graduate and professional school preparation of students, research contributions of the faculty shared, in principle at least, with students, and the expression of empathy between man and the rest of the living state.

The biology curriculum includes prerequisite courses for professional training in Medicine, Dentistry, Medical Technology, Nursing, and Forestry. It supplies training for the teacher and the laboratory technician and provides basic preparation for graduate study.

Each student's sequence is arranged in consultation with the staff members with whom the student chooses to do his or her advanced work, or with the chairman of the department.

Major in Biology

A student majoring in Biology (B.A. or B.S.) must elect a minimum of 32 semester hours of credit in Biology, and may not elect more than 40 hours credit. Senior Research (451-452) and Honors Research (461-462) do not count towards the minimum or maximum number of hours for a major. General Zoology (110), General Botany (111), Molecular Biology (112), and Senior Seminar (400) are required of all majors.

Requirements for the Bachelor of Arts degree in Biology include, in addition to the above, one year of either Chemistry, Geology, or Physics (Chemistry recommended) and at least one course from each of the four groupings (A,B,C,D) noted below.

Requirements for the Bachelor of Science in Biology include, in addition to the above, the following: two years of Chemistry, one year of Physics, one semester of Geology, a year of a Denison foreign language at the intermediate level (French, German, or Russian are recommended) or a year of Mathematics including probability and computer programming, and at least one course from each of the four groupings (A,B,C,D) noted below.

Biology course groupings are as follows: *Group A* — 216, 225, 226, 233, 236, 250, 302; *Group B* — 201, 211, 215, 223, 224, 234; *Group C* — 218, 220, 221, 232; *Group D* — 210, 213, 214, 222, 227, 240, 326.

Major in Biology (Environmental Studies Concentration)

See ENVIRONMENTAL STUDIES

General Education Offerings

The department offers four courses (100, 110, 111, 112) any one of which may satisfy a part of the science requirement in the General Education requirement of the college.

Biology 110, 111, and 112 serve as prerequisites for courses in the department and may be taken in any order. They are in no sense prerequisites for each other, and they need not all be completed before the student enters advanced courses. It is suggested, however, that students entering 112 (Molecular Biology) have some experience in high school Chemistry. Any one of the above courses may be taken to meet a part of the science requirement

BIOLOGY 100 (A-E) — GENERAL BIOLOGY. A series of courses primarily for the non-major student. The courses are designed to deal with selected principles of the science of the living state. One or more of these courses will be offered each semester but may not be counted toward the requirement for the major.

Staff. 3

- a. This course examines disease-causing microorganisms and their relationships to man's past, present, and future.
- b. Man and environment. Topics in genetics, evolution, population, and ecology will be investigated so as to provide a broad background of information and an awareness of the implications of these for man.
- c. The Human Organism. An examination will be made of human biology primarily as represented in the anatomy, function, interrelationships, and control of major organ systems. Attention will also be given to such topics as direct environmental effects on the human organism, artificial organ systems, and other areas of current interest. Demonstration and participation laboratories will augment lectures.

- d. **Plants and Man.** Problems and applications of biology as they relate to plants. Genetic, evolution, and ecological inter-relationships are emphasized.
- e. **Biological topics in genetics, evolution, population, and ecology** are covered with an emphasis on relationships to man.

BIOLOGY 110 – GENERAL ZOOLOGY. The animal kingdom is studied with emphasis upon concepts of evolution as expressed in genetics, development, problems of phylogeny, and comparative physiology-morphology. Laboratory work includes dissections, problems in genetics, physiology, and observations of living animals. (Offered to both majors and nonmajors.) **Staff. 3**

BIOLOGY 111 – GENERAL BOTANY. The fundamental biological principles of metabolism, growth and reproduction as expressed in the plant kingdom. Recognition of major plant groups and field identification of common trees or spring flora according to the season. **Staff. 3**

BIOLOGY 112 – MOLECULAR BIOLOGY. A study of the living state at the molecular level. Such topics as the origin of the universe the origin of the earth, the chemical basis of the origin of life, and cellular organization are considered. The biochemistry of cellular controls, metabolism, and genetics are considered with reference to evolution theory. (Offered each semester.) **Staff. 3**

BIOLOGY 201 – HUMAN ANATOMY AND PHYSIOLOGY. A study of human anatomy and physiology, with laboratory based upon the consideration of a mammal, the cat. Some aspects of comparative physiology, behavior, and cell physiology are briefly considered with principal emphasis upon the systematic physiology of man. Prerequisite: 110 or consent of instructor. **Archibald. 4**

BIOLOGY 210 – INVERTEBRATE ZOOLOGY. Comparative anatomy, development, and physiology of non-chordate animals. Theories of phyletic origins and relationships are considered along with elements of natural history, behavior, and physiology of individuals. Certain principles of Limnology and Marine Biology are studied in the context of the above material. Prerequisite: 1 semester of Biology. **Haubrich. 4**

BIOLOGY 211 – COMPARATIVE ANATOMY. A comparative study of the anatomy and physiology of chordate animals with a study of function and its possible relevance as an indicator of selective forces applied in the evolution of structures. Laboratory work is chiefly detailed dissection and study of certain protochordates, the lamprey, the shark, and the cat. Prerequisite: 110 or consent of instructor. **Haubrich. 4**

BIOLOGY 213 – FIELD ZOOLOGY. The biology and identification of local organisms, emphasizing techniques of collection, preservation, preparation, and identification. (Offered first semester in 1973-74 and in alternate years.) Prerequisite: 110. **Alrutz. 3**

BIOLOGY 214 – ENVIRONMENTAL BIOLOGY. An introduction to the principles of environmental Biology by lectures, field problems, and individual projects. Extensive use is made of the Denison University Biological Reserve. Students registering for 4 credits will do a field problem. Prerequisite: 1 year of Biology or consent of instructor. **Alrutz. 3,4**

BIOLOGY 215 – GENERAL BACTERIOLOGY. An introductory course in bacteriology emphasizing the general structure, occurrence and types of bacteria as well as the cultivation and nutrition of bacteria. Mechanisms of pathogenicity and host defense mechanisms are also discussed. Laboratory emphasis is on the fundamental techniques of isolating, culturing and staining of bacteria with identification of unknown organisms an integral part of the lab. Prerequisites: 112 or consent of the instructor. **Stukus. 4**

BIOLOGY 216 – ADVANCED BACTERIOLOGY. A course emphasizing the physiology of bacteria. Major emphasis will be given to the metabolic pathways found in bacteria and the applied aspects of bacteriology. Laboratory experiments demonstrate the basic techniques of modern experimental microbial physiology. Prerequisites: 215 or consent of the instructor. **Stukus. 4**

BIOLOGY 218 — PLANT MORPHOLOGY. Designed to emphasize the morphology and morphogenesis of plants. To this end examples from all plant groups will be discussed with concentration on the algae, fungi, and seed plants. Where applicable, embryology and developmental anatomy will be stressed as they relate to environmental control systems. Laboratories include tissue culturing, demonstration of various environmental parameters on morphogenesis, and the study of structures. Prerequisite: III or consent. **Loats. 4**

BIOLOGY 220 — SYSTEMATICS. A study of taxonomic principles and techniques and their application to the vascular plants. Laboratory and field emphasis is on the local spring flora. Prerequisite: III or consent. **Rebuck. 4**

BIOLOGY 221 — COMMUNITY ECOLOGY. An analysis of biological organization at the population, community, and ecosystem levels. Field studies include observation of local communities and investigation of methods of measuring and sampling communities. Laboratory and greenhouse experiments are designed to study species interactions. Prerequisites: 110, 111 or consent. **Rebuck. 4**

BIOLOGY 222 — PARASITOLOGY. An introduction to the biology of animal parasitism with special consideration of those organisms affecting man. Lectures and associated visual aids emphasize the interrelatedness of human ecology and parasitic adaptations. Laboratory studies lead to an understanding of structure and facility in identification. Prerequisite: 1 year of Biology or consent of instructor **Alrutz. 3**

BIOLOGY 223 — HISTOLOGY. Microscopic anatomy of vertebrates, chiefly mammals including the making of microscopic preparations. On demand. **Norris. 4**

BIOLOGY 224 — DEVELOPMENTAL BIOLOGY. A course to present embryological development as a single science in which the descriptive morphological approach and the experimental-physiological and biochemical-genetical approaches are integrated, since all of these contribute to a more comprehensive understanding of the ontogenetic development of organisms. The laboratory work is based primarily upon a study of the comparative development of the vertebrate body. Certain invertebrates and the lower chordates, fish, frog, chick, mouse and pig, with some experimental work are included. Prerequisite: 111 or consent of instructor. **Archibald. 4**

BIOLOGY 225 — GENETICS. A basic course in the principles of heredity, dealing with classical, neo-classical, and modern bio-chemical aspects of the subject, and concerned with both human and non-human material, as well as the genetic basis of variation as it bears on evolutionary theory. Prerequisite: 111 or consent of instructor. (4-hours credit with lecture and laboratory, 3-hours credit with lecture only.) **Archibald. 3, 4**

BIOLOGY 226 — MICROBIAL GENETICS. A course emphasizing the genetics of bacteria. Topics considered include mutation theory, mutagenic agents, the structure and replication of genetic material, recombinations, and known regulatory mechanisms found in bacteria. Laboratory experiments demonstrate the nature of variations and recombinations in bacterial cells. Prerequisites: 112, 215, or consent of instructor **Stukus. 4**

BIOLOGY 227 — ENTOMOLOGY. Introductory study of insects, utilizing field and laboratory experiences. Prerequisite: 1 year of Biology or consent of instructor. On demand. **Alrutz. 3**

BIOLOGY 232 — PLANT PHYSIOLOGY. A lecture and laboratory study of the functional relationships of the plant body in which absorption and transfer of materials, photosynthesis, respiration, and transpiration are treated with special attention to the problems of plant growth and development. Prerequisites: 111 and 112 or consent of instructor. **Loats. 4**

BIOLOGY 233 — GENERAL PHYSIOLOGY. This is a lecture and laboratory study of some of the physical factors influencing physiological function on both the cellular and organ levels in invertebrate and vertebrate animals, and of the comparative physiology of major organ systems. Considerable attention is given to specialized cell types such as nerve and contractile cells, and to systems dealing with functional solutions to common problems of water-balance, acid-base balance, and temperature regulation. A year of chemistry is suggested, but not required. Prerequisites: 110 and consent.

Pettegrew. 4-5

BIOLOGY 234 — ANIMAL PHYSIOLOGY. The concept of organismic homeostasis and control employed as a unifying theme in investigation of the major mammalian organ systems using the human as the basis for comparison. Primary topics considered are the physiology of nerve tissue (particularly the autonomic system), muscle, respiratory, cardio-vascular, renal, digestive, and reproductive systems. Laboratory experience revolves around the use of living animals in investigating the principles and affective parameters involved in some of these systems. One year of chemistry is suggested, but not required. Prerequisite: 110 and consent.

Pettegrew. 4-5

BIOLOGY 236 — RADIATION BIOLOGY. A study of radiation, its interaction with matter, and its application to biological systems. Concepts relative to unstable nuclei, units of measurement, detectors, and statistics of counting will be applied to tracer work of plant and animal processes and metabolic pathways. Prerequisites: 110, one year of chemistry, and junior standing or consent of instructor.

Norris. 4

BIOLOGY 240 — BEHAVIOR. Analysis of individual behavior patterns and patterns of group behavior in organisms with consideration of relations between population size, behavior, and physiology of individuals. The possible significance of behavioral factors as selective forces is also considered along with certain aspects of behavioral evolution. Prerequisite: 110 or consent of instructor.

Haubrich. 4

BIOLOGY 250 — CHEMICAL FOUNDATIONS OF BIOLOGY. An introduction to the structural and functional relationships existing at the molecular level within the living state. Detailed consideration is given to certain levels of chemical organization which relate subcellular aspects of metabolism to that of the physiology of the intact organism. The laboratory, besides providing a chance to apply information obtained from lecture material, also emphasizes the application of standard techniques used in biochemical research concerned with the isolation and identification of selected biological materials. Prerequisite: 112 or Chemistry 201-202 or consent.

Klatt. 4

BIOLOGY 302 — BIOCHEMISTRY. A study of the chemical and physico-chemical properties of living organisms. Concepts will be developed through a study of the physical and chemical properties of biological compounds and integration of various metabolic pathways in an attempt to understand the dynamics of living systems. The laboratory will include the isolation and study of properties of biological compounds. Prerequisites: 112 and Chemistry 224 and 226 or 228 (Same as Chemistry 302.)

Klatt. 3 or 4

BIOLOGY 326 — EVOLUTION AND BIOLOGICAL THEORY. A seminar course dealing with the relations of living organisms, the probable origin of life and of existing species, and the impact of the theories and ideas of organic evolution on man's thinking as they have progressed during the development of the science of Biology. Prerequisites: 2 semesters of introductory Biology, 225, and junior/senior standing or consent.

Archibald. 3

BIOLOGY 350 — MINOR PROBLEMS. A research problem (library or laboratory) of limited scope which provides the opportunity for the qualified student to extend his or her interest beyond the limits of particular course offerings. A student may take Biology 350 only once.

Staff. 1-2

BIOLOGY 361-362 — DIRECTED STUDY. A research problem (library or laboratory) which provides the opportunity for the qualified student to extend his or her interest beyond the limits of particular course offerings.

Staff. 3

BIOLOGY 400 — SENIOR SEMINAR. Special considerations within the Science of Biology. A discussion-type seminar with students and faculty. Required of all majors during their senior year. (Offered second semester.) Prerequisites: Senior standing, Biology major.

Staff. 1

BIOLOGY 451-452 — SENIOR RESEARCH. For seniors desiring work on an advanced research problem. Approval of student petitions is at the departmental level. Three copies of the research report are presented to the adviser of the project — one for the department files, one for the adviser, and one for the student. The grade is determined by the adviser in consultation with one other reader. In certain cases this course may become individual work for Honors. (Does not count toward minimal departmental requirements)

Staff. 4

BIOLOGY 461-462 — INDIVIDUAL WORK FOR HONORS. Senior research which serves as a partial fulfillment for Honors (Does not count toward minimal departmental requirements).

Staff. 4

TEACHING OF SCIENCE (See EDUCATION 311.)

Chemistry

The Chemistry Department is among those approved by the Committee on Professional Training of the American Chemical Society to offer a Certificate of Professional Training in Chemistry to students who satisfy certain minimal requirements.

In addition to providing a general cultural background, courses in chemistry also provide basic preparation for entering chemical industry, for undertaking graduate study in chemistry, biochemistry or chemical engineering, and for continuing professional study in fields such as medicine, dentistry, geology, physics or engineering.

Students who plan to teach chemistry in a secondary school are advised to consult closely with the Department of Education early in the freshman year regarding the various combinations of chemistry courses needed to meet the requirements for teaching certification at the secondary school level.

All laboratory courses in chemistry are governed by a policy of breakage fees described on page two.

Approved safety glasses are required for all those courses specified by the Safety glasses required designation appearing in the last line of a catalog description. The general policy regarding safety glasses is explained in detail on page two.

The names of instructors accompanying individual course descriptions are the names of the persons *expected* to teach those courses during the 1974-75 academic year. The word, "Staff," is used to denote equivocal situations.

MAJOR IN CHEMISTRY

The department provides two routes to the bachelor's degree: a Bachelor of Science program for students wishing an intensive study of chemistry and related sciences in preparation for professional careers or graduate work; and a Bachelor of Arts program for students intending to pursue fields such as dentistry, medicine, secondary school teaching or other areas requiring a strong chemical background. Earning a B.A. degree does not preclude a professional scientific career, although an additional year of undergraduate study may be required for admission to some graduate programs.

A student may graduate with a B.A. degree on fulfillment of general graduation requirements and the successful completion of the following courses: Chem 201-202; **223-224**; 225-226; 341-342; 351; 250 or 300; and 471. Also: Phys 121-122 or 221-222; Math Sci 123-124 (recommended) or 121-122 or 125-126. A student electing to receive a B.S. degree must also complete Chem 317, and any two courses from among Chem 302, 421, 431, and 441 *OR* complete Chem 317 and any one course from among Chem 302, 421, 431, and 441, *in addition to* at least one semester of laboratory research taken either as Chem 361 or 362 or Chem 451/452 or 461/462. A major who elects German to meet the language requirement and who takes certain advanced courses will be certified to the American Chemical Society.

Major in Chemistry (Environmental Studies Concentration)

See ENVIRONMENTAL STUDIES

Certain courses in this department require the use of safety glasses. These courses are designated with the words "Safety Glasses Required" at the end of their descriptions. A full statement on the use of safety glasses appears on page two.

CHEMISTRY 100 — CONTEMPORARY CHEMISTRY. Designed to impart some understanding of the methods of chemistry to the non-science major by using an approach different from that used in Chem 201-202. Topics vary with the instructor but usually include: fundamentals of chemical language; nomenclature and structure of selected organic molecules; certain aspects of the chemistry of plastics, agricultural chemicals, pesticides, food additives, narcotics, drugs and oral contraceptives; the chemistry of air and water, and general considerations related to radiation and nuclear power. This course is not open to students with previous background in college chemistry and is not recommended for science majors. Offered in the spring semester only. Three class periods and one laboratory period weekly — Safety glasses required.

Brown. 4

CHEMISTRY 108 — INTRODUCTION TO COLLEGE CHEMISTRY. A course designed to meet the needs of those students who either have not had chemistry previously or who feel sufficiently underprepared to enter directly into Chem 201. It consists of an introductory and less intensive treatment of the subject matter covered in Chem 201-202 with particular emphasis on improving the student's ability to solve arithmetic and algebraic problems as they arise in chemistry. *Does not meet the science requirement.* Three class periods weekly.

Hoffman. 3

CHEMISTRY 201 — GENERAL COLLEGE CHEMISTRY. An introductory study of basic chemical principles. Topics include: fundamental language and nomenclature; stoichiometry; chemical bonding; molecular geometry; periodicity of chemical properties; comparison of states of matter; and an introduction to chemical equilibrium. Laboratory experiments are designed to introduce quantitative and/or synthetic techniques and are selected to illustrate and reinforce material discussed in lecture and recitation. Prerequisite: High school chemistry or Chem 108. Three class periods and one laboratory period weekly — Safety glasses required.

Galloway & Staff. 4

CHEMISTRY 202 — GENERAL COLLEGE CHEMISTRY. General principles developed in Chemistry 201 are extended to the subject of solution equilibria and to the chemistries of biologically and industrially important elements. Topics include acid-base chemistry, fundamentals of chemical kinetics and thermodynamics, and electrochemistry. Lab work is almost exclusively quantitative and includes a study of systems involving precipitations, neutralizations, oxidation-reduction and complex ion formation. Special emphasis is given to understanding the meaning and reliability of data. Prerequisite: Chem 201 or equivalent. Three class periods and one laboratory period weekly — Safety glasses required. **Doyle, Galloway & Staff. 4**

CHEMISTRY 223-224 — ORGANIC CHEMISTRY (MAJORS & NON-MAJORS) A study of the aliphatic, aromatic, and heterocyclic compounds of carbon. Both sections (majors and non-majors) study the chemistry and stereochemistry of most of the principal classes of organic compounds. Sec 01, for chemistry majors, emphasizes synthesis, reaction mechanisms, other theoretical concepts, and the analysis (especially spectroscopic) of compounds. Some work the second semester deals with biologically important compounds. The laboratory course, Chem 225 or 226, as appropriate, must accompany enrollment in Sec 01. Sec 02, for non-majors, places more emphasis on biologically important compounds and reactions in addition to structure, isomerism and analysis. The laboratory course, Chem 227 or 228, as appropriate, must accompany enrollment in Sec 02. Prerequisites: For Chem 223, Chem 201; for Chem 224, Chem 223. Three class periods weekly. **Doyle & Spessard. 3**

CHEMISTRY 225-226 — ORGANIC CHEMISTRY LABORATORY (MAJORS). Techniques of organic laboratory practice taken concurrently with Chem 223 and 224, respectively, by students intending to major in chemistry. Experiments are selected to demonstrate the preparation and behavior of typical organic compounds, and to introduce the techniques of qualitative organic analysis. The laboratory provides an experimental basis for illustrating aspects of the chemistry discussed in Chem 223-224. Two laboratory periods weekly — Safety glasses required. **Spessard. 2**

CHEMISTRY 227-228 — ORGANIC CHEMISTRY LABORATORY (NON-MAJORS). Laboratory work in organic chemistry similar to that offered in Chem 225-226, but taken concurrently with Chem 223-224, respectively, by students *not* intending to major in chemistry. One laboratory period weekly — Safety glasses required. **Doyle & Staff. 1**

CHEMISTRY 250 — INTRODUCTION TO RESEARCH. Required of all chemistry majors who plan to undertake a laboratory directed study or senior research project and open to other interested students. Included will be a study of the chemical literature most commonly used by the chemist, an introduction to general methods of approaching various research problems, and instruction and practice in scientific writing and the interpretation of data. Staff members will discuss their own research areas as well. This course will normally be taken in the sophomore or junior year, but is offered in the fall semester only. Prerequisite: Chem 223 or consent. Two class periods weekly. **Spessard. 2**

CHEMISTRY 300 — IMPACT OF CHEMICAL SCIENCE. An examination of the explanations and ethics resulting from the activities of chemistry in particular and science in general as they relate to man's past, present, and future. Topics representative of the content of this course include: chemical evolution; drugs in society; chemistry in the economy; chemistry and the environment; science and human values; science and health care; and the notion of "progress." Offered in fall semester only. Prerequisite: Chem 201, 202, 223, 224 or consent. Two class periods weekly. **Gilbert. 2**

CHEMISTRY 302 — BIOCHEMISTRY. A study of the chemical and physio-chemical properties of living organisms. Concepts will be developed through a study of the physical and chemical properties of biological compounds and integration of various metabolic pathways in an attempt to understand the dynamics of living systems. The laboratory (when elected) will include the isolation and study of properties of biological compounds. Prerequisites: Chem 224 and 226 or 228 and Biol 112. Offered each year in the spring semester, but

taught alternately by the Chemistry Department and the Biology Department (as Biol 302) in successive biennia. Next Chemistry offering: 1975-76. Four class periods weekly; safety glasses required if laboratory is elected.

Klatt & Doyle. 3 or 4

CHEMISTRY 317 – INORGANIC CHEMISTRY. A study of inorganic chemistry well beyond that encountered in Chem 202. Topics treated include: chemical bonding, theory, structure, and reactivity of coordination compounds, acid-base concepts, and descriptive chemistry and its relationship to periodic properties. Offered in the spring semester only. Prerequisites: Chem 224 and 342 (taken previously or concurrently.) Four class periods weekly.

Gilbert. 4

CHEMISTRY 341-342 – PHYSICAL CHEMISTRY. An extension of concepts introduced in Chem 201-202. The course is best characterized as the study of chemical systems from macroscopic and microscopic points of view. Topics include: ideal gases and the kinetic-molecular theory; thermodynamics and thermochemistry; chemical equilibria; electrochemistry; chemical kinetics; chemical bonding; and introduction to statistical mechanics. Prerequisites: Chem 202; Phys 122; Math Sci 122 or 124. Co-requisite: Chem 351. Three class periods weekly.

Brown. 4

CHEMISTRY 351 – TOPICS IN EXPERIMENTAL CHEMISTRY. Draws upon the student's background in general and organic chemistry while introducing modern applications of theory and practice in the laboratory. The work is organized as a series of projects, all of which involve elements of synthesis, analysis, and a study of chemical dynamics. Class meetings are used to introduce important general topics, e.g., chromatography, chemical kinetics, and to discuss student progress and problems. Prerequisites: Chem 224 and 226 or consent. Offered in fall semester only. One class period and two laboratory periods weekly – Safety glasses required.

Brown, Gilbert. 3

CHEMISTRY 361-362 – DIRECTED STUDY. Laboratory (or library) research, in consultation with a member of the chemistry faculty. Offered to juniors and seniors. Prerequisites: Chem 250 and 224 plus 342 or consent. Hours arranged – Safety glasses required.

Staff. 3

CHEMISTRY 421 – INTERMEDIATE ORGANIC CHEMISTRY. A study of certain theoretical aspects of organic chemistry and specially selected topics. The latter include some of the more complex compounds of the aliphatic, aromatic, and heterocyclic series, including compounds of biological significance. Offered in the fall semester only in alternate years beginning 1974-75. Prerequisites: Chem 224 & 226. Three class periods weekly.

Spessard. 3

CHEMISTRY 431 – CHEMICAL ANALYSIS. An examination of the theoretical basis for certain aspects of absorption spectroscopy, electrochemistry, and a variety of partition processes. Particular emphasis will be devoted to quantitative considerations. The laboratory will include exposure to a number of analytical techniques, and will emphasize the uses of instruments, including computers, for solving chemical problems. Offered in spring semester only. Prerequisite: Chem 351. Three class periods and one laboratory period weekly – Safety glasses required.

Staff. 4

CHEMISTRY 441 – TOPICS IN PHYSICAL CHEMISTRY. A selection of topics from the areas of crystal structure, emission spectroscopy, atomic and molecular structure, wave mechanics, statistical mechanics, and colloid chemistry. Offered in the fall semester only in alternate years beginning 1975-76. Prerequisites: Chem 342 and Math Sci 351. Three class periods weekly.

Brown. 3

CHEMISTRY 451-452 – SENIOR RESEARCH. Laboratory research for qualified seniors working under faculty supervision. Students who wish to qualify for graduation with honors must first enroll in these courses. Prerequisites: Chem 250, 351, and staff approval. Hours arranged – Safety glasses required.

Staff. 4

CHEMISTRY 461-462 — INDIVIDUAL WORK FOR HONORS. Laboratory research for qualified seniors working under faculty supervision. *A thesis is required.* Registration is affected only by petitioning the Academic Affairs Council for permission to "convert" an initial registration in Chem 451-452 to a registration in Chem 461-462. Prerequisite: Staff approval. Hours arranged — Safety glasses required. Staff 4

CHEMISTRY 471 — CHEMISTRY SEMINAR. Required of all chemistry majors. Senior students prepare a major paper on a single topic of their choosing. The paper is submitted in written form and is also presented orally before an audience consisting of other senior chemistry majors and the chemistry faculty. Offered in the fall semester only. One class period weekly. Staff 1

Teaching of Science (See Education 311)

Dance

The Department of Dance is designed to explore the principles of the art form through the medium of movement with opportunity for application in all media. Its function is to enable the student to become independently productive in the use of these choreographic principles through a total experience in technique of movement, composition, and theoretical studies.

A student who majors in dance may earn a Bachelor of Arts or Bachelor of Fine Arts degree within the stated curriculum and in consultation with the department chairman.

Major in Dance

The Dance major prepares the student for the teaching of dance, choreography-performance or dance therapy. Course emphases may be adapted to individual needs. Required courses are Dance 141-151, 205, 206, 323, 425, and 361-362. Optional courses are Dance 324, 353-354, 361-362, 440-441. Strongly recommended courses in related areas include Psychology 101 and 411; Theatre 101 and 317; Philosophy 405; Art 103; and Biology 201.

A candidate for the BFA degree should take 40-60 hours in dance while a BA candidate should enroll in 40 hours.

Requirements listed above may change in the 1974-75 year. Consult the department for the new requirements.

DANCE 131-141-151-161 — TECHNIQUES OF MOVEMENT. Beginning, intermediate, and advanced sections in Modern Dance; beginning Ballet. Class may be repeated in consultation with department. Staff. 1-16

DANCE 205 — BEGINNING COMPOSITION FOR DANCE. An introductory course in the structure of Dance including problems in time, space, dynamics, design, analysis and critique of original compositions. The final examination includes organization for and participation in a workshop presentation. Northrop. 2

DANCE 206 — INTERMEDIATE COMPOSITION FOR DANCE. Problems in solo and group choreography, designed and directed by class members. Northrop. 2

DANCE 225 - JAZZ AND ETHNIC FORMS An experience in dance forms other than modern and ballet. The course may encompass a wide range of styles or it may focus on one area, for example, contemporary jazz or African dance, depending on the instructor for the semester. Benissan. 3

DANCE 323-324 - THE ART FORM AS EXPLORED THROUGH DANCE. Historical and philosophical concepts from the primitive to the contemporary period. Alexander. 3

DANCE 353-354 - APPLIED ANATOMY AND KINESIOLOGY FOR DANCERS. A study of the structure and function of the human body as it applies to dancers. To be taught in alternate years. Alexander. 3-3

DANCE 361-362 - DIRECTED STUDY. Special problems in composition, theory, kinesiology, or the teaching of Dance on various levels. Northrop. 3

DANCE 425 - PERFORMANCE WORKSHOP. The performing group. Prerequisites: one year of apprenticeship and membership by election; Dance Techniques course and 205 and 206. Alexander. 2-16

DANCE 440-441 - DANCE NOTATION. A comprehensive system of structural movement analysis and notation, dealing with elements of time and space, support, gesture, and the translation of notation symbols into movement. To be taught once every three years, beginning in 1973-74. Staff. 3-3

DANCE 451-452 - SENIOR RESEARCH. Staff. 4

DANCE 461-462 - INDIVIDUAL WORK FOR HONORS. Staff. 4

Economics

Major in Economics

The courses offered by the Department of Economics deal with fundamental problems involved in the social process of utilizing scarce resources to satisfy human wants. The primary goals of this department are threefold:

First, to promote an understanding of basic economic aspects of society and to provide a base for intelligent and effective participation in modern society. Whatever one's interests or career plans, intellectual curiosity about the functioning of the economy and a willingness to engage in analysis are prime requisites for success.

Second, the department provides essential background in Economics for students considering careers in business and government and for graduate study leading to careers in business and business economics, government and international affairs, high school and college teaching, industrial relations, and law.

Third, the department attempts to furnish a basic foundation in Economics for students planning to pursue graduate studies in Economics.

Combined Major in Mathematics and Economics

A student interested in quantitative aspects of Economics who wishes to work for advanced degrees in Business or Economics with a strong Mathematics background may elect this combined major. Requirements are Mathematics 101 or 251, 307, 308, and 351, and Economics 200, 301, 302, 350 (Mathematics-Economics Seminar), and one additional Economics course at the 300 level.

Major in Economics (Environmental Studies Concentration)

See Environmental Studies

Departmental Requirements

While the department will advise each student on the composition of his or her program in consideration of his or her personal objectives, all Economics majors are required to take Economics 200, 301, and 302. Majors must have a minimum of 24 credit hours in the department, including 200.

The student will find it desirable to take 200 in the first two years. Students who have had an introduction to Economics in their secondary education should arrange with the department to take the proficiency examination in 200. Those who are successful will be given credit according to the practice of the University.

Recognizing a rapidly growing need for skills in quantitative analysis and attempting to provide the necessary background for rigorous investigation of the available wealth of business and economic data, the department strongly recommends that all majors take at least Mathematics 102 and 121. Students are encouraged to enroll in these courses in their freshman and sophomore years, in order to apply their Mathematics to advanced Economics courses. Students who have strong interest in both Mathematics and Economics-Business are encouraged to enroll in the combined Mathematics-Economics Major.

In recent years increasing numbers of graduates planning careers in Business continue their formal education in graduate schools of business. A student pursuing this objective may major in any one of a large number of fields with Economics as one possibility. However, the student planning to attend a graduate school of business is advised to take 200, and 313, as well as Mathematics 102 and 121.

Hunsberger Memorial Investment Fund

A fund of more than \$10,000 was established in 1966 in honor of Harry A. Hunsberger, Jr., an Economics major in the Class of 1966, by the Hunsberger family and friends. This memorial fund was initiated to provide practical investment experience for Denison University students. The fund is designed to be operated by students and to serve as a learning experience. Investment decisions made by student members of the Hunsberger Investment Club may be made in stocks, bonds, debentures, warrants, rights, and similar securities. The fund is administered by the staff of the Department of Economics but the operation of the fund is managed exclusively by students. There is no stipulation limiting the number or majors of students who can participate in this program.

ECONOMICS 200 — PRINCIPLES AND PROBLEMS. An examination of the economic system to provide the knowledge of fundamental principles and working tools prerequisite for economic analysis. Students may fulfill the requirements either by a modular or self-paced program. The following represent some of the specific topics considered in the modular program:

- a. Growth and Change
- b. Business Firms and Consumers
- c. Political Economy — the Government's Role
- d. Urban Problems
- e. Environmental Problems
- f. Work and Leisure
- g. Emphasis on the Black Community
- h. Economies of the World

ECONOMICS 249 — ACCOUNTING SURVEY. A survey designed specifically for liberal arts students interested in Business, Economics, Law, and Government. Introduction to the principles of financial statements, costs and revenues, cost accounting, consolidated statements, and analysis of financial statements. This course is taught on a self-paced basis. Course credit may not be counted toward a major in Economics. **Staff. 4**

ECONOMICS 300 — CONTEMPORARY ECONOMIC ISSUES AND POLICY. A survey of current economic problems with special emphasis on the causal factors and the policies adopted or available to bring about solutions. Problems will be selected to reflect current issues. Not open to those with credit for 200. Recommended for General Education. Prerequisite: Junior or senior standing. **Staff. 4**

ECONOMICS 301 — MACRO ECONOMIC ANALYSIS. An examination of the determinants of national income, employment, and the price level in the economics system, including analysis of consumption and saving, private investment, government fiscal policy, business fluctuations, and the interactions between money and national income. Prerequisite: 200. **Huff, King, Slesnick. 4**

ECONOMICS 302 — MICRO ECONOMIC ANALYSIS. An examination of the basic assumptions and methods of analysis employed in micro economic theory, including demand analysis, production and cost relationships, market structures, distribution theory, general equilibrium, and welfare economics. Special emphasis is given to showing how theoretical analysis is applied to business problems through the use of calculus and statistics. Prerequisite: 200. **Fletcher, Lucier. 4**

ECONOMICS 310 — PUBLIC FINANCE. Public revenues, expenditures, debt, and financial administration, with emphasis on theory and practice of taxation and problems of fiscal policy. Prerequisite: 200. **Henderson, Slesnick. 4**

ECONOMICS 311 — HISTORY OF ECONOMIC THOUGHT. The development of significant economic doctrines, their content and methodology, their application and influence, and their relation to the main stream of current economic thought. Prerequisite: 200. **Lucier. 4**

ECONOMICS 312 — COMPARATIVE ECONOMIC SYSTEMS. A study of alternate economic systems as conceived by theoreticians and a comparative study of economic systems as they exist in reality. The course emphasizes the development and current performance of the economic systems of the United States, England, and the Soviet Union. Prerequisite: 200. **Henderson. 4**

ECONOMICS 313 — INDUSTRIAL ORGANIZATION AND THE PUBLIC CONTROL OF BUSINESS. An evaluation of governmental policies to encourage or restrain competition in view of (1) the general problem of economic power in a capitalistic society, and (2) the modern industrial structure and the types of business behavior and performance which it implies. Prerequisite: 200. **Fletcher. 4**

ECONOMICS 314 — INTERNATIONAL ECONOMICS. The theory of international trade and the effects of trade on economic efficiency. Balance of payments disequilibria and the mechanisms and policies of adjustment procedures. Relationships between domestic income and trade. Regional economic integration. Prerequisite: 200. **Lucier. 4**

ECONOMICS 315 — MONEY AND BANKING. Principles of money, credit, and banking, including a study of the influence of money on levels of national income, prices, and employment. Development of modern monetary and banking practices and policies. Prerequisite: 200. **Bartlett, Huff, Slesnick. 4**

ECONOMICS 316 — ECONOMIC DEVELOPMENT. A survey of the structure and problems of the underdeveloped economies, with particular emphasis on the major determinants of economic growth. Prerequisite: 200. **King. 4**

ECONOMICS 317 — LABOR ECONOMICS. The Economics of the labor market, the assumptions upon which divergent theories about—and policies in regard to—the labor market rest, and an analysis of significant empirical studies. The union movement is viewed as an outgrowth of the problems the worker faces from the supply side of the market. Schemes for minimizing economic insecurity are also analyzed. Prerequisite: 200. Huff. 4

ECONOMICS 318 — ECONOMIC DEVELOPMENT OF THE UNITED STATES. Analysis of the determinants of American economic growth and development, and the evolution of American economic institutions with emphasis on the interpretation of these factors in the light of contemporary economic theory. Prerequisite: 200. Fletcher. 4

ECONOMICS 320 — URBAN ECONOMICS. An examination of the economic problems and remedial alternatives in urban areas. This includes analysis of such problems as the declining environmental quality of urban areas, urban sprawl, urban blight, the declining inner city, mal-distribution of incomes and job opportunities, air and water pollution, waste disposal, urban transportation systems, and racial enclaves. The causal factors creating these urban dilemmas and the policy alternatives available for the improvement of the quality of urban life are examined and remedial policy measures evaluated. Prerequisite: 200. Ledebur. 4

ECONOMICS 323 — MANAGERIAL ECONOMICS. Theoretical analysis of management decision making with emphasis on production and profit problems for the firm. Prerequisite: 200. Staff. 4

ECONOMICS 350 — SEMINARS. Open to advanced students with the consent of the instructor. These courses will involve the preparation of a research paper and be offered as registration warrants, in the following fields:

- a. Econometrics.
- b. Financial Analysis of the Firm.
- c. Modern Economic Analysis.
- d. Economic Research.
- e. Applied Economic Analysis.
- f. Other. (Advanced material in all of the areas of specialization offered by the department.) Staff. 4

ECONOMICS 361-362 — DIRECTED STUDY. Staff. 3

ECONOMICS 451-452 — SENIOR RESEARCH. Staff. 4

ECONOMICS 461-462 — INDIVIDUAL WORK FOR HONORS. Staff. 4

TEACHING OF SOCIAL STUDIES (See EDUCATION 320.)

Education

Teacher Preparation

Denison University is accredited by the State of Ohio Department of Education in the teacher-preparation field of secondary education, including junior and senior high schools. A *Special Certificate in Music* (See Music Curriculum in catalog) may be obtained on completion of the required courses of this curriculum.

It is also possible for the student interested in elementary education or some area of special education to take appropriate work at some other institution and transfer up to 31 semester hours for application toward a Denison degree. The work proposed must represent a purposeful pattern of preparation for certification in one of those fields and must be approved in advance by the Committee on Teacher Education. It should be clearly understood that total fulfillment of certification requirements in elementary education or special education probably could not be achieved in the normal four year period. Efforts to become certified must be undertaken independently by the student since Denison has no comparable programs for this purpose and is not so chartered by the state.

Persons seeking teacher certification may be expected to demonstrate at least mean performance on a nationally standardized achievement test, demonstrate competence in oral and written English, and in handwriting and vocabulary. The student may be required to submit to a speech test given by the Department of Speech Communication and, if found deficient, must register for appropriate courses.

It is important for a prospective teacher or coach of athletics to confer with the members of the Department of Education as early as possible for planning an effective four-year schedule.

A student who takes student-teaching must meet the requirements for teacher certificates in the State of Ohio. A student who plans to meet the certification requirements of other states should confer with the members of the Department of Education as early as possible in order to elect the proper courses.

Student-teaching assignments are made in the various schools in Granville, Heath, Newark, Mt. Vernon, and Licking County. These assignments are made by the Department of Education but *responsibility for transportation to the school rests with the student*.

Certification for Teaching in Secondary Schools

Requirements for Certification to teach in the secondary schools (grades 7-12) of Ohio, and in most other states, may be met by completing course work in the following three categories:

Professional education (24 semester hours): Education 217, 213, 420, a course in methods of teaching (either in the major teaching field or Education 326), and student teaching (Education 415) (*See also the alternate plan, the Undergraduate Internship in Education.*)

General Education (30 semester hours): The student who meets Denison's general education program will fulfill the state requirement.

Teaching fields: The semester hours required varies for different fields. This information may be obtained at the Department of Education office.

A student interested in teaching should consult with a member of the Department of Education. Early planning will help him or her to meet the requirements for certification in any state in which he or she may wish to teach. Enrollment in the teacher education program must be approved by the Committee on Teacher Education. Applications should be made as soon as possible after the first semester of the freshman year.

The Undergraduate Internship in Education

This program provides an alternate plan for fulfilling the professional education requirements for teacher certification and places heavy emphasis on school-based experience.

Eligibility for Application: (1) Previous course work in professional education limited to Psychology/Education 217; and (2) Demonstrated interest in, and aptitude for, the profession of teaching.

Interested students may obtain more information from the Department of Education.

PHASE 1: PSYCHOLOGY/EDUCATION 217 — CHILD AND ADOLESCENT DEVELOPMENT. 3

PHASE 2: EDUCATION 345 or 346 — SPECIAL PROBLEMS (FIELD EXPERIENCE). During a semester prior to the Internship, the student will visit local schools to observe different levels of Education and various styles of teaching. He or she will have the opportunity of talking with teachers and other educators for the purpose of expanding and diversifying his or her perspective of Education. The entire experience will be designed to orient the prospective teacher to the goals as well as realities of teaching and to give him or her a limited occasion to work with children and youth before entering the Internship semester. **Staff. 4**

PHASE 3: EDUCATION 417 — INTERNSHIP. (See course description in regular listing) 16

Departmental Major and Degree

A student preparing for teacher certification may qualify for any of the degrees described in Plan of Study section in the catalog. With certain exceptions, the departmental major can be utilized as one of the teaching fields. Students do not major in Education. **EDUCATION 213 — CURRICULUM AND THE SOCIAL ORDER. (See CLINICAL SEMESTER below) 3**

EDUCATION 217 — CHILD AND ADOLESCENT DEVELOPMENT. Psychological development especially during early periods of growth. (same as PSYCHOLOGY 217) Prerequisite: General Psychology **3**

EDUCATION 345-346 — SPECIAL PROBLEMS. Independent work on selected topics under the guidance of staff members. Prerequisite: Consent of chairman. **Staff. 2-4**

METHODS — Methods courses investigate the objectives, materials, resources, and special methodologies applicable to their respective teaching fields. In each course the participant is enjoined to assess his or her own personal characteristics and relate these to the style of teaching most appropriate for him or her under various circumstances and conditions. In addition to the classroom work, all students are scheduled for a weekly three-hour observation-participation "laboratory" in area schools. Prerequisite: 217.

EDUCATION 311 — TEACHING OF SCIENCE. (Offered in 1974-75 and in alternate years.) **Lillich. 4**

EDUCATION 315 — TEACHING OF MUSIC IN THE ELEMENTARY SCHOOL. Alternates with 316 (Offered in 1974-75 and in alternate years.) **Hunter. 3**

EDUCATION 316 — TEACHING OF MUSIC IN THE SECONDARY SCHOOL. Alternates with 315 (Offered in 1974-75 and in alternate years.) **Hunter. 3**

EDUCATION 320 — TEACHING OF SOCIAL STUDIES. (Offered in 1974-75 and in alternate years.) **Gallant. 4**

EDUCATION 326 — GENERAL AND SPECIAL METHODS OF TEACHING. **Gallant. 4**

EDUCATION 329-330 (BLOCK A) — METHODS, MATERIALS, AND TECHNIQUES OF PHYSICAL EDUCATION AND ATHLETICS. UNIT A1 — METHODS AND MATERIALS. (See Physical Education listing for full description of Block A and other units contained within it.) **Staff. 2**

EDUCATION 331 — TEACHING OF ENGLISH. (Offered in 1974-75 and in alternate years.) **Staff. 4**

EDUCATION 339 — TEACHING OF SPEECH. (Offered in 1974-75 and in alternate years.) **Hall. 4**

EDUCATION 341 — TEACHING OF ART. (Offered in 1974-75 in alternate years.) **Staff. 4**

EDUCATION 343 — TEACHING OF MODERN LANGUAGES. (Offered in 1974-75 and in alternate years.) **Preston. 4**

EDUCATION 345-346 — SPECIAL PROBLEMS. Independent work on selected topics under the guidance of staff members. Prerequisite: Consent of chairman. **Staff. 2-4**

EDUCATION 361-362 DIRECTED STUDY **Staff. 3**

EDUCATION 373 — ISSUES IN HIGHER EDUCATION. An examination of American higher education in both its contemporary and historical contexts. Special emphasis will be given to such issues as governance, curriculum, academic freedom, admissions, and student self-determination. Ample opportunity and encouragement will be provided for students to pursue individual interests, and considerable time will be devoted to independent investigations and projects. Extensive use will be made of the Denison community as a laboratory for such work. Teaching responsibilities will be shared by various Denison professors and administrators serving cooperatively with a course coordinator.

Gallant, Coordinator. 4

CLINICAL SEMESTER

The Clinical Semester normally is taken during the Senior year and represents a culminating experience for students seeking certification. Major emphasis is given to professional education work. While an elective in any department may be taken during the semester (e.g. Honors, Senior Research, Directed Study), it must not conflict with the student's full-time commitment to a school where he or she will be assigned for student teaching the last 10 weeks. The professional education components of the Clinical Semester are as follows:

EDUCATION 213 — CURRICULUM AND THE SOCIAL ORDER (first four weeks of semester). A general orientation to the school and curriculum with special emphasis on secondary education. Relationships between the curriculum and society will be examined from both historical and contemporary perspectives. Included will be financial, political, and legal considerations. An analysis will also be made of current criticisms of education as well as promising innovations and trends in curricular content and organization. **Gallant. 3**

EDUCATION 416 — STUDENT TEACHING (last 10 weeks of semester). Eligibility: approval of the Committee on Teacher Education and acceptance by the school to which assigned. A full-time commitment to the school will be expected, during which the student will teach several classes and perform other duties normally associated with the teaching profession. A seminar is held each week for all student teachers. Prerequisites: 213, 217, and Methods course.

Lillich, Staff. 10

EDUCATION 417 — INTERNSHIP. An integrated program containing the following components: methods of instruction (2 sem. hrs.), society, school, and curriculum (4 sem. hrs.), practicum in teaching (10 sem. hrs.). The internship is designed to give the student a full-time off-campus experience. Academic work is structured into the program, with the initial portion of the student's involvement being devoted to extensive on-the-job observation, reading, and study. During the early weeks, regular seminars will be held with University and school personnel. This aspect of the work will gradually phase out as the student assumes more and more classroom responsibilities, culminating in a period of several weeks of full-time teaching and extra-curricular duties. Prerequisites: Phase 1 and 2 and second semester junior status. **16**

EDUCATION 420 — PHILOSOPHY OF EDUCATION. An inquiry into the nature, aims, and presuppositions of education. A confrontation with practical problems of education and an attempt to relate them to underlying philosophical issues. A critical evaluation of the educational philosophies of idealism, realism, experimentalism, and existentialism. Prerequisite: Junior Standing or consent. **Same as Philosophy 420.**

Santoni. 4

English

Added to the departmental staff for varying periods of residence each year are established writers who hold the endowed Harriet Ewens Beck lectureship in English. Beck writers who have been in residence at Denison include Eudora Welty, Jon Silkin, William Stafford, Granville Hicks, Malcolm Cowley, Peter Taylor, Howard Nemerov, Joyce Carol Oates, Vassar Miller, Ernest J. Gaines, Robert Hayden, Gary Snyder, and Denise Levertov. In 1973-74, visitors were John A. Williams and Helen Verdler.

Major in English

General Requirements. A student majoring in English must elect a minimum of 29 semester hours of credit in English, including English 300. Hours in excess of 32 before a student's senior year will not count toward graduation requirements. Candidates for Honors must take a comprehensive examination at the end of the senior year.

A student who is preparing to teach English in secondary schools should include in his or her courses for certification: 200, 230, 237, 346 (or approved equivalent), 210 (or equivalent in advanced courses in English Literature), and Education 331

SPECIAL REQUIREMENTS For a *Major in Writing* a minimum of 12 semester-hours in writing courses must be added to the General Requirements. Included must be 407-408 or 361-362 or 461-462

Normally, English 200 and 346 are considered Education courses. However, a student may petition or request to have the credits of these courses count toward the English major. A student may also petition to have English 217 count toward an English major

ENGLISH 101 — WRITING WORKSHOP. Extensive participation in expository and other forms of writing; a workshop experience encouraging presentation and discussion of student writing. For freshmen only with rare exceptions

Staff. 3

ENGLISH 102 — THE LITERARY IMAGINATION. Experience in analytical reading of major types of imaginative literature. For freshmen only

Staff. 3

ENGLISH 200 — CORRECTIVE AND DEVELOPMENTAL READING. Designed for prospective secondary school English teachers. Its purpose is to develop an understanding of the techniques by which the reading skills of secondary students can be enhanced through instruction in English classes. Emphasis will be placed on the nature of the reading process, the identification and diagnosis of reading problems, and approaches and procedures for assisting students in improving their reading competencies

Staff. 2

ENGLISH 210 — MAJOR ENGLISH WRITERS. Selected works by eight to twelve English writers, including Chaucer, Donne or Milton, Pope or Swift, Wordsworth or Keats, Tennyson or Browning, and a novelist

Staff. 4

ENGLISH 215 — SHAKESPEARE. A study of the principal plays (Offered each semester)

Staff. 3

ENGLISH 217 — NEWSWRITING AND EDITING. Extensive practice in newswriting and analysis of newspaper techniques. (May be taken for academic credit twice for a maximum of four hours but does not count toward the Literature requirement.)

2

ENGLISH 218 — THE BIBLE AS LITERATURE. A comparative literature approach to about half of the books of the Old and New Testaments in a modern reader's form of the King James' translation with emphasis on story content and poetic idioms

Downs. 4

ENGLISH 219 — 20th CENTURY BRITISH AND AMERICAN POETRY. Hardy, Yeats, Eliot, Stevens, and other 20th Century poets

Staff. 3

ENGLISH 220 — 20th CENTURY BRITISH AND AMERICAN FICTION. Selected works by Conrad, Joyce, Lawrence, Hemingway, Faulkner, and several other 20th Century writers of fiction

Staff. 4

ENGLISH 230 — AMERICAN LITERATURE. Selected works by writers of the 19th Century, including Poe, Emerson, Thoreau, Hawthorne, Melville, Whitman, Twain, James, and Crane

Staff. 4

ENGLISH 237 — ADVANCED COMPOSITION. Theory and practice in writing expository and narrative prose and lyric poetry. May be taken more than once, for credit, with a different instructor. **Staff. 3**

ENGLISH 240 — THE MODERN DRAMA. A study of drama from Ibsen to the present, with emphasis upon the works of British and American playwrights. **Downs. 4**

ENGLISH 255 — IMAGINATION AND BLACK EXPERIENCE IN AMERICA. An introductory study of black literature in America, emphasizing the modern period. **McKeever. 4**

ENGLISH 257 — NARRATIVE WRITING. A fiction writing workshop. **Bennett, Kraus. 3**

ENGLISH 267 — ESSAY AND ARTICLE WRITING. **Bennett. 3**

ENGLISH 277 — POETRY WRITING. **Bennett, Miller. 3**

ENGLISH 281 — ORAL TRADITION AND FOLK IMAGINATION (BLACK). An inquiry into the methodology of folklore study and an examination of the folk idiom and datum of the Afro-American experience, its tragedy and comedy, pathos and humor, blues and soul. **McKeever. 4**

ENGLISH 300 — CONTEXTS FOR LITERATURE. A course for newly declared and prospective English majors. Exemplification and discussion of different contexts in which literature is studied: e.g., genre, theme, national or ethnic tradition, a major author, period. Some focus on terms and concepts that constitute the vocabulary for literary discourse. Contributing lectures by each member of the English Staff. *Required for English majors.*

Miller, Nichols. 4

ENGLISH 308 — RENDEZVOUS WITH THE THIRD WORLD. A survey of the literature of Latin America, South America, Africa, and the Caribbean, organized under the rubric of the "Black Aesthetic," and illustrative of both the particularity and universality of the human condition. **Staff. 4**

ENGLISH 310 — STUDIES IN LITERATURE. An intensive study of selected writers, works, literary genres, or themes. May be taken more than once for credit. **Staff. 4**

ENGLISH 318 — HARLEM RENAISSANCE. A literary examination of an era in Afro-American cultural history which bore witness to the emancipation of the Black artist from polemics, sentimentality, and melodrama, and testified to the commitment of the Black artist to realism, naturalism, and even surrealism in the depiction of the Afro-American personality and lifestyle. We will intellectually chronicle the advent of the "New Negro," and the "awakening" and "movement" that hailed the coming of age of the Afro-American. (Same as Black Studies 318).

McKeever, Kirby. 4

ENGLISH 323 — MILTON AND THE 17th CENTURY. A study of Milton's *Paradise Lost* and selected shorter poems with some consideration of the 17th Century literary background. **Lewis. 4**

ENGLISH 324 — THE ROMANTIC MOVEMENT IN ENGLAND. A study of the works of Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. **Marshall. 4**

ENGLISH 329 — RENAISSANCE DRAMA. A study of the drama in England from 1580 to 1642 (exclusive of Shakespeare), with emphasis upon the works of Marlowe, Jonson, Webster, and Ford.

Lewis. 4

ENGLISH 331 — NON-DRAMATIC LITERATURE OF THE RENAISSANCE. A study of Golden, Baroque, and other writers from Sydney through Marvell, including Spenser, Davies, Bacon, Jonson, Donne, and Herbert, with emphasis especially on verse and imaginative prose, but with some attention directed to the critical prose of the period

Stoneburner 4

ENGLISH 332 — CHAUCER AND MIDDLE ENGLISH LITERATURE. The central concerns of the course, *Troilus and Criseyde* and *The Canterbury Tales*, are considered in relation to other literature in the period

Consolo 4

ENGLISH 335 — VICTORIAN PROSE AND POETRY. A study of Tennyson, Browning, Arnold, Carlyle, Ruskin, Mill, and Newman

Marshall 4

ENGLISH 339 — THE AGE OF WIT AND SATIRE. The poetry, prose, and drama of the Restoration and 18th Century. Emphasis on Dryden, Swift, and Pope

Burkett 4

ENGLISH 341 — THE ENGLISH NOVEL. A study of selected novels, including such writers as DeFoe, Fielding, Sterne, Thackeray, Austen, Emily Bronte, Dickens, and Hardy

Kraft 4

ENGLISH 342 — STUDIES IN THE MODERN NOVEL. Selected works by recent writers of fiction, such as Graham Greene, Anthony Powell, C. P. Snow, William Styron, Saul Bellow, and John Hawkes

Consolo 4

ENGLISH 346 — THE ENGLISH LANGUAGE. A study of the language and its development

Burkett 3

ENGLISH 349 — READINGS IN EUROPEAN LITERATURE. Selected complete works in translation from Dante, through Cervantes, Moliere, Goethe to Ibsen and Tolstoy

Downs 4

ENGLISH 350 — MODERN EUROPEAN LITERATURE. Selected major 20th Century works in translation, including such writers as Proust, Kafka, Pirandello, Unamuno, Lorca, Rilke, Gide, Kazantzakis, Camus, and Thomas Mann

Downs 4

ENGLISH 356 — THE NARRATIVE OF BLACK AMERICA. A literary study of representative samples of the slave narrative, black biography and autobiography, as well as fiction

Staff 4

ENGLISH 358 — THE POETRY OF BLACK AMERICA. An examination of the poetics of the black experience, its tragedy and comedy, humor and pathos, blues and soul, using both traditional, i.e., sonnet and ballad, and contemporary, i.e., blues and jazz, black poetry

Staff 4

ENGLISH 361-362 — DIRECTED STUDY.

Staff 3

ENGLISH 373 — THE AMERICAN LITERARY RENAISSANCE. A seminar dealing with authors to be chosen from Poe, Emerson, Thoreau, Hawthorne, Melville, and Whitman

Consolo 4

ENGLISH 375 — AMERICAN REALISM AND NATURALISM. A seminar dealing with the rise, development, and influence of realism and naturalism in the works of such writers as Howells, James, Norris, Crane, Dreiser, and Faulkner

Staff 4

ENGLISH 407-408 — SEMINAR IN WRITING.

Bennett 3

ENGLISH 410 — LITERARY CRITICISM. The theory of literature, its criticism and scholarship, studied in relation to widely known poems, plays, and novels

Kraft 4

ENGLISH 415 — SHAKESPEARE STUDIES. A seminar for juniors and seniors, dealing intensively with selected Shakespearean plays and focusing on certain aspects of the dramatist's work. Prerequisite 215
Lewis. 4

ENGLISH 430 — PROBLEMS IN LITERATURE. Offers the senior the opportunity of having a self-proposed, self-directed, and self-evaluated project in his or her major. The project requires staff approval, offers staff consultation, and includes some form of sharing with others the results of the student's work.
Staff. 4

***ENGLISH 451-452 — SENIOR RESEARCH.** Staff. 4

***ENGLISH 462 — INDIVIDUAL WORK FOR HONORS.** Staff. 4

TEACHING OF ENGLISH. (See EDUCATION 331.)

Geology

The Geology and Geography curriculum is designed to provide courses for the student interested in becoming acquainted with the earth as a planet, the earth's oceans and atmosphere, and the solid earth. These subjects are covered in Physical Geology and Fundamentals of Earth Environment. Either one of these courses may be used to fulfill one of the three basic science requirements.

The curriculum also provides training for the teacher in a first or second teaching field. Additionally, students planning for professional training in urban planning, geography, or geology will find the curriculum sufficiently well-rounded to be acceptable to graduate schools of the leading universities. Each student's sequence is carefully arranged in consultation with his or her adviser.

Major in Earth Science

A student may major in Earth Science, combining courses in Geology and Geography with other science offerings and work towards a Bachelor of Arts degree. In addition to Geology 105, 111, 113; Geography 225 and 226, he or she would take 12 additional hours in Geology. Additional courses in Geography and in the other sciences would be expected, depending upon the interests and goals of the student.

Major in Geology (Environmental Studies Concentration)

See Environmental Studies

Major in Geology

A student majoring in Geology will normally be working toward a Bachelor of Science degree in anticipation of going on for graduate work in Geology. He or she will take eight courses in Geology in addition to Geology 400 and Geography 225 and 226. A minimum of 30 semester-hours is expected in Mathematics, Chemistry, Physics and Biology.

SAFETY GLASSES WILL BE REQUIRED FOR FIELD WORK AND GEOCHEMICAL LABORATORY WORK.

GEOLOGY 105 — FUNDAMENTALS OF EARTH ENVIRONMENT.

The principles of map reading, meteorology, climatology and geomorphology learned by the self paced instruction method. Tutors assist at scheduled hours and help the participant measure comprehension at his or her own discretion. Satisfactory completion of modules prepares the student for lectures on environmental problems and related subjects. Laboratory consists primarily of outdoor exercises.

Graham. 4

GEOLOGY 111 — PHYSICAL GEOLOGY. This course is designed as the introductory course in geology for non science and science majors alike. The composition and structure of the earth, evolution of surface features, geologic processes, the scope of geologic time, and aspects of the history of science are the topics emphasized. The laboratory is supplemental and deals with mineral and rock identification and study of topographic and geologic maps. Field investigations are emphasized as much as possible.

Staff. 4

GEOLOGY 113 — HISTORICAL GEOLOGY. A study of geologic history, concentrating on North America, as synthesized from sequences of rock strata and from fossils. Emphasis is placed on the methods of interpreting the environment of deposition and the ecology of past life.

Prerequisite: 111

Bork. 4

GEOLOGY 211 — MINERALOGY. Basic crystallography and crystal chemistry. Variations in physical properties of hand specimens are studied in laboratory, polarizing microscope is used for optical studies, and x-ray powder techniques for elementary structural analysis and identification.

Prerequisite: 111

Malcuit. 4

GEOLOGY 212 — PETROLOGY. Physico-chemical basis of petrogenesis; hand specimen and microscopic identification and interpretation; igneous classification and simple binary and ternary systems; sedimentary rock classification and diagenesis; metamorphic rocks and processes.

Prerequisite: 211

Malcuit. 4

GEOLOGY 213 — PALEONTOLOGY. An introduction to fossil invertebrates with emphasis on theory of classification, form and function significance, paleoecological interpretation, evolutionary mechanisms, and application of fossils to biostratigraphy.

Prerequisite: 113

Bork. 4

GEOLOGY 214 — SEDIMENTATION AND STRATIGRAPHY. Study of the processes of sedimentation and of environments of deposition. Emphasis on the principles of stratigraphy and theories of correlation and sedimentation.

Prerequisite: 113

Bork. 4

GEOLOGY 215 — GEOLOGY OF NATURAL RESOURCES. A broad survey of the occurrence, global distribution, and abundance of natural resources of Earth as well as consideration of the methods of exploration, exploitation, and processing of these resources for the benefit of man.

Prerequisite: 105 or 111 or consent of instructor

Mahard. 4

GEOLOGY 311 — STRUCTURAL GEOLOGY. Study of movements of solid rock and molten rock and their effect upon crustal features of the earth.

Prerequisites: Geology 111 and Geography 226

Graham. 4

GEOLOGY 312 — ADVANCED PHYSICAL GEOLOGY AND GEOMORPHOLOGY. Intensive study of dynamic earth processes, both constructional and destructional, which determine nature of earth's crustal features both large and small. Topographic and geological map interpretation, field work.

Prerequisite: 311 or consent

Staff. 4

GEOLOGY 320 — GEOLOGICAL INVESTIGATION IN THE FIELD. Study of geologic field methods, maps, and aerial photos as well as pre trip preparation for the spring vacation field trip constitute a 3-hour course. Preparation and participation in the field trip constitute a 2-hour course. A student who has had Geology 111 may apply for permission to participate in the field trip for one semester-hour of credit.

Staff. 1-3

GEOLOGY 361-362 — DIRECTED STUDIES. Individual reading and laboratory work in a student's field of interest within Geology. Work in Petroleum Geology is included.

3

GEOLOGY 400 — FIELD COURSE. A major in Geology must register for a summer field course offered by any one of a number of approved universities. Upon the successful completion of the course he or she receives credit transferable to his or her record at Denison.

4-8

GEOLOGY 401 — SELECTED TOPICS IN GEOLOGY. An advanced seminar or problem-oriented course which involves a semester-long investigation of such topics as geochemistry, environmental geology, or the history of geology.

Staff. 3

GEOLOGY 451-452 — SENIOR RESEARCH.

Staff. 4

GEOLOGY 461-462 — INDIVIDUAL WORK FOR HONORS.

4

TEACHING OF SCIENCE (See EDUCATION 311)

Geography

Geography is a non-major field at Denison, but the student who may wish to pursue this discipline at the graduate level might major in Earth Science, Economics, Sociology, or History. Such a student should elect 12-15 hours in Geography at Denison and should choose Geology as one of his or her years of science. Having completed such a program, a student will normally have little difficulty gaining admission to a graduate program in Geography at a high-ranking university.

GEOGRAPHY 225 — GEOGRAPHY OF THE EASTERN UNITED STATES. Geomorphic provinces, their rocks, and terrain development. Emphasis on historical geography and continuing influence of environment upon the nation's development (Fall semester)

Mahard. 4

GEOGRAPHY 226 — GEOGRAPHY OF THE WESTERN UNITED STATES. Geomorphic provinces, their rocks, and terrain development. Emphasis placed on appreciation and understanding of scenery, relationships between development of the West and environmental considerations (Spring semester.)

Mahard. 4

GEOGRAPHY 230 — GEOGRAPHY OF SOUTH AMERICA. Environmental factors and their significance in the affairs of South America.

Mahard. 3

GEOGRAPHY 232 — GEOGRAPHY OF EUROPE. Environmental factors and their significance in the affairs of Europe; emphasis is placed upon geographic factors which play a role in current events in Europe.

Mahard. 3

GEOGRAPHY 240 — GEOGRAPHY OF THE SOVIET UNION. A survey of the physical environment of the USSR to enhance understanding of similarities and contrasts between US and USSR environmental problems.

Mahard. 3

GEOGRAPHY 261 — WORLD POLITICAL GEOGRAPHY. A study of natural environment and earth-man relationships as they bear on the current world political situation.

Mahard. 3

GEOGRAPHY 361-362 — DIRECTED STUDIES. Readings in Geography selected to enhance student's geographic comprehension.

Mahard. 3

History

Major in History

A student majoring in History usually takes from 30 to 40 hours of course work in the department. The department believes it necessary for a major to achieve some competence in the following five areas of history: Ancient-Medieval, American; European from the Renaissance to the French Revolution; European from the French Revolution to the present; and Non-Western. Working together, the student and his or her adviser should determine the best way to approach each area. Students may demonstrate competence in an area in one or more of the following ways: Advanced Placement, superior High School training, proficiency examination, or by taking one or more courses in an area.

During the student's junior year he or she should consult with his or her adviser for the purpose of establishing an individualized senior history project. Numerous options are open as possible forms for the project including creative writing on historical themes, the development of innovative teaching techniques or aids and the preparation of a more traditional research paper. The project chosen should depend upon the needs and abilities of the student and the adviser's belief that such a project can be fulfilled. Ideally this project should allow the student to develop his or her learning in history and other disciplines in a way that makes the history major particularly meaningful. Although the student is expected to be preparing his or her project throughout the senior year, in the last semester he or she will normally register for four hours credit in History 456: Senior History Project.

At some point in his or her career in the department the student is also expected to write a major research paper.

A working knowledge of a foreign language is normally expected of all majors; those planning on graduate school should start a second language if possible. (Graduate schools usually require a reading knowledge of French and German or one of those plus another language such as Spanish or Russian, depending on the research needs of the candidate).

Introductory Courses

HISTORY 201 — THE INDIVIDUAL AND THE SOCIAL ORDER IN ANCIENT AND MEDIEVAL TIMES. A study of the search for a viable political and social order during the ancient and medieval periods. This course will not attempt to survey ancient and medieval history but will concentrate upon three periods: late 5th-century Athens, Rome during the last century of the Republic and the first century of the Empire, and the European high middle ages from the 11th to the 13th century. The intervening years will be considered only to the degree necessary to understand the developments of these three periods or as evidence of the success or failure of the search for social and political order. (Should ordinarily be taken in the freshman year if used to fulfill GE requirement)

Southgate, Staff. 4

HISTORY 202 — THE INDIVIDUAL AND THE SOCIAL ORDER IN MODERN TIMES. This course will follow in theme, organization and sequence History 201, The Individual and the Social Order in Ancient and Medieval Times. History 202 will examine three periods within the scope of Modern history. In each, the emphasis will be upon (1) political, economic, and social structures and the place of classes and individuals within these structures, (2) the force of change in reshaping these structures by revolutionary or evolutionary means, and (3) the birth of new attitudes towards man and society. (Should ordinarily be taken in the freshman year if used to fulfill the GE requirement). **Staff. 4**

HISTORY 205 — EARLY MODERN EUROPE. A survey of the major developments in European social, economic, and political history from the Renaissance to the French Revolution. **Gordon. 4**

HISTORY 211 — MODERN EUROPE. An examination of European society from the French Revolution to the present in the light of the forces which mold its attitudes and institutions. **Staff. 4**

HISTORY 215 — A HISTORY OF BLACKS IN AMERICA. A study of the experience of Blacks in America with emphasis on the African heritage, slavery, Civil War and Reconstruction, the policies of discrimination, the shift to urban life, the rise of the ghetto, and the age of protest and change. (Should ordinarily be taken in freshman year if used to fulfill GE requirement.) **Kirby, Zebbs. 4**

HISTORY 221 — AMERICAN CIVILIZATION. A survey of the History of America from 1776 to the present. Political, diplomatic, social, economic, and intellectual themes and topics will be included. (Should ordinarily be taken in freshman year if used to fulfill GE requirement). **Staff. 4**

American History

HISTORY 301 — THE COLONIAL BACKGROUND TO THE AMERICAN REVOLUTION. A study of the economic, social, and political aspects of American History during the 17th and 18th centuries. **Dennis. 4**

HISTORY 302 — THE IDEA OF AMERICAN UNION: THE EARLY NATIONAL PERIOD. A study of the growth of American nationalism and the American character from the Constitution to the Civil War. Political thought and primary sources are emphasized. **Dennis. 4**

HISTORY 303 — THE AMERICAN FRONTIER. The frontier in American economic, political, and cultural development. **Wilhelm. 3**

HISTORY 305 — RECENT AMERICAN HISTORY. Study of American society from the 1920's through the Depression, New Deal, Cold War, and the 60's and 70's. Emphasis is directed to the social, economic, political, and cultural changes and continuities manifested in American life since World War I. **Kirby. 4**

HISTORY 307 — AMERICAN DIPLOMATIC HISTORY. A survey of American Diplomatic History, emphasizing the rise to world power in the 20th Century. **Wilhelm. 4**

HISTORY 311 — AMERICAN INTELLECTUAL HISTORY. A study of selected problems in American intellectual development. **Chessman. 3**

HISTORY 312 — THE CITY IN AMERICA. The pattern of American urban growth from colonial times to the present will be examined, with somewhat more attention being given to the post-Civil War period. Intellectual and cultural aspects will be considered along with the economic, social, and political. **Chessman. 4**

HISTORY 314 — AMERICAN SOCIAL HISTORY SINCE 1860. A survey of development of American social history since the Civil War, emphasizing urban and industrial growth and its effects upon social classes, institutions, and cultural life
Chessman, 3

HISTORY 316 — TOPICS IN BLACK HISTORY. Analysis of the development of Black American ideologies, institutions, leaders, and culture based around topical themes with an emphasis on the interrelationship of historical and contemporary black thought and activity in American life. Prerequisite: History 215
Kirby, Zebbs, 3

Ancient and Medieval History

HISTORY 333 — THE MIDDLE AGES. A seminar in the development of European ideas and institutions from the High Middle Ages to the Renaissance.
Southgate, 3

HISTORY 335 — ENGLAND IN THE MIDDLE AGES. English constitutional and social history from the Norman Conquest to 1485. Prerequisite: History 201 or consent
Southgate, 3

Modern European History

HISTORY 337 — THE AGE OF THE RENAISSANCE. An examination of European history in the 14th and 15th centuries. Emphasis will be placed on intellectual developments and on the social and political context which shaped these developments.
Gordon, 4

HISTORY 338 — THE AGE OF THE REFORMATION. An examination of European history in the 16th and early 17th centuries. Emphasis will be placed on political and intellectual developments and on the social context which shaped these developments.
Gordon, 4

HISTORY 342 — ENGLAND UNDER THE TUDORS AND STUARTS. A study of English social and cultural history and of the development of the English constitution against the background of the political history of the 16th and 17th Centuries.
Southgate, 3

HISTORY 343 — MODERN BRITAIN. A political, social, and cultural history of Great Britain from 1715 to the present.
Watson, 3

HISTORY 347 — HISTORY OF RUSSIA TO 1917. Development of the Russian people and state from their earliest origins to 1917, political, economic, and social relations, and foreign policy.
Bigelow, 4

HISTORY 348 — HISTORY OF THE SOVIET UNION. Political, economic, social, and diplomatic evolution of Soviet Russia and the Republics of the USSR from about 1917 to the present.
Bigelow, 4

HISTORY 351 — EUROPEAN DIPLOMATIC HISTORY, 1815-1914. A study of European international relations from the Napoleonic period to the First World War.
Schilling, 4

HISTORY 352 — SOCIAL HISTORY OF MODERN EUROPE (19th and 20th CENTURIES). An analysis of the development of European society since the French Revolution with an emphasis on class structure, class interaction, and the processes of social change.
Schilling, 4

HISTORY 353 — WAR AND REVOLUTION IN THE 20th CENTURY. An examination of how the twin forces of war and revolution have shaped the character of our contemporary world. Geographically, the course will focus primarily on Europe.
Schilling, 4

HISTORY 356 — INTELLECTUAL AND CULTURAL HISTORY OF MODERN EUROPE (19th and 20th CENTURIES). The main currents of Western European thought examined as responses to scientific, economic, social, and political developments in eras of profound change.
Watson. 3

African and Asian History

HISTORY 371 — CHINA IN REVOLUTION. This course will focus on the last of the triple revolutions which have swept across China since 1840 — the rise of Mao and the evolution of Communist China with analysis of current trends. Seeks to free discussion of China from the rhetoric of the missionary and the Cold War
Stratton. 4

HISTORY 373 — HISTORY OF JAPAN. A survey of the history of Japan.
Stratton. 4

HISTORY 375 — DEVELOPMENT OF THE MODERN MIDDLE EAST. Study of peoples of the Islamic world with particular emphasis on cultural aspects of Islamic civilization, political and social history of Islamic states, and special conflict area of the Middle East.
Bigelow. 4

Latin American History

HISTORY 391 — INTRODUCTION TO LATIN AMERICA. A survey of the colonial period and an introduction to the problems of Mexico, Central America, and the Caribbean in modern times. Special emphasis is given to a study of the Mexican and Cuban revolutions.
Staff. 4

HISTORY 392 — MODERN SOUTH AMERICA. A survey of South America in the 19th and 20th Centuries and a study of the problems of economic and social change.
Staff. 4

HISTORY 393 — MODERN LATIN AMERICA: EVOLUTION OR REVOLUTION? An examination of contemporary Latin American history, focusing on topics such as models for economic change, United States diplomacy, Marxism, guerilla activities, the Cuban Revolution and the role of the military
Staff. 4

HISTORY 394 — HISTORY OF BRAZIL. A study of the social, political, and economic history of Brazil from colonial times to the present
Staff. 4

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HISTORY 360 — STUDIES IN HISTORY. Intensive study by the class of selected periods or topics in History. May be taken more than once for credit. Prerequisite: Consent of instructor
Staff. 3

HISTORY 361-362 — DIRECTED STUDY.
Staff. 3

HISTORY 431-432 — SEMINARS. Open to superior students with consent of the instructor. These courses will involve the preparation of a research paper, and (as registration warrants) will be offered in the following fields
Staff. 3

- | | |
|--------------------------------|---------|
| a. Early American History | Dennis |
| b. American Frontier | Wilhelm |
| c. American Diplomatic History | Wilhelm |

d. American Social and Intellectual History	Chessman
e. American Political and Economic History	Kirby
f. Renaissance and Reformation	Gordon
g. Tudor England	Southgate
h. Modern England	Watson
i. Far Eastern History	Stratton
j. Africa: South of the Sahara Desert	Staff
k. Latin America	Staff
l. Modern European Intellectual History	Watson
m. European Diplomatic History	Schilling
n. Russian History	Bigelow
o. The Middle East	Bigelow
HISTORY 451-452 — SENIOR RESEARCH. Research in selected topics of History	Staff. 4
HISTORY 456 — SENIOR HISTORY PROJECT.	Staff. 4
HISTORY 461-462 — INDIVIDUAL WORK FOR HONORS.	Staff. 4
TEACHING OF SOCIAL STUDIES. (see EDUCATION 320.)	

Mathematical Sciences

Students Interested in Mathematics or the natural sciences should take either 121-122 or 123-124, followed by 221 and 222.

Students interested in mathematical economics or computer science should take 121-122 or 123-124, followed by 221 and 251 (or 101).

Students entering with calculus should take either 122 or 124 and 221 (in either order) followed by 251 (or 101) and 222.

Students interested in taking one or two courses only in Mathematics should choose 101, 102, 105 or 123. They may then follow with one of the programs outlined below, if they so desire.

Major in Mathematical Sciences

Minimum requirements for a major in Mathematical Sciences for a B.A. degree are four semester courses at the 300 level or above (in addition to any directed studies, senior research, or honors project credits), two of which must be from the list 307, 308, 321, 322, 365, 366, and 375.

Minimum requirements for a major in Mathematical Sciences for a B.S. degree are eight semester courses at the 300 level or above (with at most one directed study and an honors project being substituted for one or more of the eight courses).

A student desiring recommendation for graduate study in mathematics should take a B.S. major. A reading knowledge of at least one foreign language — French, German, or Russian — is also recommended.

A student who plans to teach in secondary schools is advised to include 307, 321, 365, and 375 in his or her program.

Major in Mathematical Sciences (Computer Science Concentration)

Minimum requirements for a major in this area for a B.A. degree are four courses at the 300 level, two of which must be from the list 353, 354, and 355, and two must be from the list 307, 308, 321, 322, 365, 366, 375, 351, and 352.

Minimum requirements for a major in this area for a B.S. degree are eight semester courses at the 300 level or above, four of which must be from the list 351, 352, 353, 354, and 355 (With not more than one directed study and an honors project being substituted for one or more of the eight courses).

Combined Major in Mathematical Sciences and Economics

A student interested in quantitative aspects of Economics who wishes to work for advanced degrees in Business or Economics with a strong Mathematical Sciences background may elect this combined major. Requirements are Mathematical Sciences 251 or 101, 307, 308, 351, and one credit in 399, and Economics 200, 301, 302, 350a or 350c, and one additional Economics course at the 300 level.

MATHEMATICAL SCIENCES 100 — MATHEMATICS — ART AND SCIENCE. Offered for the non-scientific student who is more interested in the methods of Mathematics than its technique. Topics chosen to convey the spirit of the subject may include logic, set theory, finite mathematics, number systems geometry, and topology. **Staff. 4**

MATHEMATICAL SCIENCES 101 — INTRODUCTORY COMPUTER SCIENCE. Introduction to computer science and information theory and the relation between information and computation. Algorithms, flow charts, Turing machines, and computer programming. Investigation of the technological and social impact of computers and possible future consequences. Accompanied by a lab designed to illustrate principles from the lectures. Includes hands-on experience operating and programming a real computer — first using a simple machine language and then progressing to Fortran, a universally-used computer language. **Staff. 4**

MATHEMATICAL SCIENCES 101H (HONORS) — INTRODUCTORY COMPUTER SCIENCE. Same topics as 101 but covered with a little more rigor and depth. Strongly recommended for students planning to continue with higher level computer science courses. **Staff. 4**

MATHEMATICAL SCIENCES 102 — STATISTICS — DATA ANALYSIS. This course includes topics from statistical inference such as estimation, testing hypotheses, regression and analysis of variance and contingency tables. This course is concerned with experimental and data gathering methods in addition to developing some statistical skills. There will be a laboratory for computer use.

Staff. 4

MATHEMATICAL SCIENCES 105 — INTRODUCTORY MATHEMATICS. This course is designed for the student who wishes to take calculus but lacks certain background material in algebra, trigonometry, and/or analytic geometry.

Staff. 4

MATHEMATICAL SCIENCES 121-122 — INTRODUCTORY CALCULUS. A two-semester introduction to calculus, including differential and integral calculus of elementary functions of one variable, followed by partial differentiation and multiple integration. The course may include an introduction to a problem-oriented language such as Fortran. Not open to those students with credit in 123-124.

Staff. 4

MATHEMATICAL SCIENCES 123-124 — INTRODUCTORY APPLIED CALCULUS. A two-semester intuitive calculus with emphasis on application for students in the sciences. Topics include elementary functions and their graphs, basic vector analysis, techniques of differentiation, and integration for functions of one and two variables. Techniques include determination of maxima, minima, Lagrange multipliers, elements of calculus of variation, and differential equations. Applications will be taken from Physics, Chemistry, Geology, and Biology. The course may include an introduction to a problem-oriented language such as Fortran. Not open to those students with credit in 121-122.

Staff. 4

MATHEMATICAL SCIENCES 125-126 — HONORS CALCULUS. Similar to 121-122 but with considerable emphasis on rigor. Enrollment is by invitation only.

Staff. 4

MATHEMATICAL SCIENCES 221 — ELEMENTARY LINEAR ALGEBRA. Emphasis on topics such as matrix algebra, systems of linear equations, linear transformations, and computational techniques. Prerequisite: 121 or 123 or consent.

Staff. 4

MATHEMATICAL SCIENCES 222 — ANALYSIS. A rigorous review of calculus. Prerequisite: 122, 124, or 126.

Staff. 4

MATHEMATICAL SCIENCES 251 — COMPUTER PROGRAMMING AND PROBLEM SOLVING. An introduction to computational models and problem solving with the aid of a computer. The course will stress the construction and interpretation of computational models from various disciplines. The student will be expected to write programs in areas such as statistical calculations, simulation of random processes, simulation of nonrandom processes, searching, sorting, and text editing. Previous knowledge of Fortran is **not required**. Prerequisite: Mathematics maturity comparable with successful completion of Mathematical Sciences 101 or 121 or 123 or 125.

Staff. 4

MATHEMATICAL SCIENCES 253 — ASSEMBLY LANGUAGE. The central objective of this course is to have the student develop a firm understanding of assembly language and operating system. The study will center mainly around the university's computer system, but other systems may be studied as well. In addition, considerable emphasis will be placed on computer architecture and input/output interrupt processing.

Staff. 4

MATHEMATICAL SCIENCES 307-308 — PROBABILITY AND MATHEMATICAL STATISTICS. Probability models, generating functions, limit theorems, stochastic processes, estimation of parameters, tests of hypotheses, regression. Prerequisite: 222 or consent. Staff. 4

MATHEMATICAL SCIENCES 321 — ADVANCED ANALYSIS. Limits, infinite series, and integration. Prerequisite: 222. Staff. 4

MATHEMATICAL SCIENCES 322 — ADVANCED ANALYSIS. Vector calculus and differential geometry. Prerequisite: 222. Staff. 4

MATHEMATICAL SCIENCES 351 — DIFFERENTIAL EQUATIONS. Topics from the theory of linear and nonlinear differential equations. Prerequisites: 221, 122, 124, or 126 or consent. Staff. 4

MATHEMATICAL SCIENCES 352 — NUMERICAL ANALYSIS. Topics from numerical quadrature, numerical integration of differential equations, matrix manipulations, and continuous modeling programs. Prerequisite: Consent. Staff. 4

MATHEMATICAL SCIENCES 353 — PROGRAMMING LANGUAGES AND DATA STRUCTURES. A systematic study of computer programming languages starting with machine language and a brief examination of its hardware implementation. Progressing through assembly language to higher languages embodying numerical and non-numerical computation. Throughout the development, the underlying structure of the languages and their implementation on computers will be stressed. This includes syntax analysis, Backus-Naur Form (BNF) specification of languages, Polish postfix notation implemented by push down stacks, and design of assemblers and compilers. Prerequisite: 101H or consent. Staff. 4

MATHEMATICAL SCIENCES 354 — COMPUTABILITY AND FORMAL LANGUAGES. Definition of formal languages and their relation to abstract computing machines (automata), algorithms and the equivalence of various systems of expressing them, recursive functions, register machines, Turing machines, universality of the preceding in solving problems algorithmically, existence of algorithmically unsolvable problems (e.g. halting problem for Turing machines, Goedel's theorem), implementation of Boolean functions with switching circuits, applications to computer design, cellular automata and parallel computers. No lab. Prerequisite: 101H or consent. Staff. 4

MATHEMATICAL SCIENCES 355 — COMPUTER ORGANIZATION AND SYSTEMS PROGRAMMING. In-depth study of a computer system, with emphasis on the operating aspects of the system rather than applications or theory of its programming languages, machine architecture of central processor with input/output devices such as disk, tape, plotter, printer, card reader etc. Lab includes systems programming applying lecture material. Prerequisite: 101H or consent. Staff. 4

MATHEMATICAL SCIENCES 361-362 — DIRECTED STUDY. Staff. 3

MATHEMATICAL SCIENCES 365 — ABSTRACT ALGEBRA. Topics from elementary number theory, group theory, ring theory, and field theory. Prerequisite: Consent. Staff. 4

MATHEMATICAL SCIENCES 366 — LINEAR ALGEBRA. Topics from vector space theory, linear transformations, modules, and multilinear algebra. Prerequisite: 365. Staff. 4

MATHEMATICAL SCIENCES 375 — MODERN GEOMETRY. An introduction to modern geometries. Staff. 3

MATHEMATICAL SCIENCES 399 — MATHEMATICS SEMINAR. This seminar is required of all majors. It must be taken for a total of two credits during the junior and/or senior years. Graded as pass/fail. Staff. 1

MATHEMATICAL SCIENCES 400-401 — ADVANCED MATHEMATICAL TOPICS.

- a. Topology
- b. Number Theory
- c. Complex Variables
- d. Real Variables
- e. Functional Analysis
- f. Geometry
- g. Applied Mathematics

Staff 4**MATHEMATICAL SCIENCES 402-403 — ADVANCED TOPICS IN COMPUTER SCIENCE.**

- a. Logic
- b. Automata
- c. Models of Grammar
- d. Artificial Intelligence

Staff 4**MATHEMATICAL SCIENCES 451-452 — SENIOR RESEARCH.****Staff 4****MATHEMATICAL SCIENCES 461-462 — INDIVIDUAL WORK FOR HONORS.****Staff 4****TEACHING OF MATHEMATICAL SCIENCES (See EDUCATION 335)**

Modern Languages

The chief aim of the courses offered by the department is to give the student a firm command of the spoken and written foreign language through which he or she can gain a greater appreciation of the literature, art, science, and other achievements of Western culture. In addition to excellent library facilities at the disposal of students, a modern, automatic electronic language laboratory supplements work in the classroom by offering further opportunity for audio-lingual practice and drill.

A student wishing to spend a summer, a semester, or the junior year abroad with officially sponsored and supervised programs should consult members of the department. See Off Campus Programs in catalog. Opportunities to perfect the student's command of the language are provided on the campus by the language tables, foreign movies, club meetings, field trips, and similar activities supervised by the department. January Term experiences on campus and abroad offer an added dimension to the program.

Certification by the Department of Education of the State of Ohio requires a minimum of 30 semester-hours of credit in one language.

General Departmental Regulations

A student planning to major in the Department or to receive a teaching certificate is advised to begin his or her course work in the freshman year. A student wishing to fulfill the basic requirement in *Language* by continuing the one begun in secondary school will find it advantageous to begin his or her course work in the freshman year. The language requirement must be completed by the end of the junior year. (For details concerning the alternatives for fulfilling the *Language* requirement, see Plan of Study in catalog.) The basic requirement in *Literature* (3 hours) may be fulfilled by successfully completing a literature course offered by the Department at the 300 level.

French

A student majoring in French must take the following course above the 211-212 level: 311-312, 415; a minimum of one seminar, 418; and at least three of the following 317, 318, 319, 320, 322. Recommended courses: 313, I.D. 271-272. Required related courses: 201-202.

FRENCH 111-112 — BEGINNING FRENCH. Drill in sentence patterns. Special attention to pronunciation and oral work. Composition and reading. Work in the language laboratory is required. **Does not count as credit toward a major. No credit is given for 111 unless 112 is completed.** A student with one year of credit in high school French may register for 112. **Staff. 4**

FRENCH 201-202 — AREA STUDY: FRANCE. The cultural background and significant contemporary political, sociological, and economic problems of France, its position in the affairs of the world today, and its relation to the United States. **Conducted in English.** **Secor. 3**

FRENCH 211 — READINGS IN INTERMEDIATE FRENCH. Reading of selected texts in literature and civilization with oral discussion and writing in the language. Work in the language laboratory is required. Prerequisite 111-112 or two years of high school French. **Staff. 3**

FRENCH 212 — FRENCH CONVERSATION AND COMPOSITION. Intensive practice in audio-lingual skills on the intermediate level combined with a brief review of grammar. Work in the language laboratory is required. Prerequisite 211 or the equivalent. **Staff. 3**

FRENCH 250 — INTERMEDIATE CONVERSATION. Intensive practice in audio-lingual skills on the intermediate level. Language laboratory work required. This course **does not** count as a substitute for 212 to satisfy the basic language requirement. Not open to students who have taken 212 or more than one advanced literature course. **Staff. 3**

FRENCH 311 — INTRODUCTION TO FRENCH LITERATURE (Middle Ages Through the 17th Century). Introduction to major literary movements and figures with readings from representative authors. Conducted in French. Prerequisites 212 or four years of high-school French. **Staff. 4**

FRENCH 312 — INTRODUCTION TO FRENCH LITERATURE (18th Century to the Present). Introduction to major literary movements and figures with reading from representative authors. Conducted in French. Prerequisites: 212 or four years of high-school French. **Staff. 4**

FRENCH 313 — EXPLICATIONS DE TEXTES. Advanced oral training using "explication de textes" techniques, stressing text analysis and interpretation, vocabulary, and syntax. Conducted in French. Prerequisites: 311 and 312 or equivalent. **Joseph. 3**

FRENCH 317 — 17th CENTURY LITERATURE. The development of French classicism with emphasis on the theatre. Representative works of Corneille, Molière, Racine, Pascal, La Fontaine, Sévigné, La Bruyère and others. Conducted in French. Prerequisites: 311 and 312 or equivalent. Offered 1975-76. **Emont. 4**

FRENCH 318 — 18th CENTURY LITERATURE. Voltaire, Rousseau, Montesquieu, Diderot, and the leading playwrights and novelists of the century. Conducted in French. Prerequisites: 311 and 312 or equivalent. Offered 1975-76. **Preston. 4**

FRENCH 319 — 19th CENTURY PROSE AND POETRY. Novelists: Chateaubriand, Stendhal, Balzac, Flaubert, de Maupassant to contemporary authors. Critics: Sainte-Beuve, Taine, Renan. Poets: From the Romanticists through the Symbolists. Conducted in French. Prerequisites: 311 and 312 or equivalent. Offered 1974-75. **Secor. 4**

FRENCH 320 — 20th CENTURY THEATRE. A study of the development of the theatre of the 20th Century with emphasis upon Giraudoux, Cocteau, Montherlant, Anouilh, Claudel, Sartre, Camus and the Experimental Theatre of Ionesco and Beckett. Conducted in French. Prerequisites: 311 and 312. Offered 1976-77. **Secor. 4**

FRENCH 322 — THEMES AND PERSPECTIVES OF THE 20th CENTURY NOVEL IN FRANCE. Concepts of freedom, authenticity, alienation and perception of reality. Guide to present. Conducted in French. Prerequisites: 311 and 312 or equivalent. Offered 1974-75. **Joseph. 4**

FRENCH 361-362 — DIRECTED STUDY. **Staff. 3**

FRENCH 401-402 — PROBLEMS IN AREA STUDY. A terminal integrating course of independent study to be taken in the senior year by the student majoring in the transdepartmental sequence, AREA STUDY: FRANCE. **Secor. 3**

FRENCH 415 — ADVANCED FRENCH GRAMMAR AND WRITING. Intensive grammar review and composition on the advanced level. Offered both semesters. First semester limited to seniors, second semester, juniors. Prerequisites: 311 and 312 or equivalent. **Secor. 4**

FRENCH 418 — SEMINAR. Advanced study of special problems in language or literature. One seminar is usually offered each semester. Majors are required to take a minimum of one seminar, but may elect more. Prerequisites: 311, 312, and a semester of an advanced literature course or equivalent. **Staff. 3**

FRENCH 451-452 — SENIOR RESEARCH. **Staff. 4**

FRENCH 461-462 — INDIVIDUAL WORK FOR HONORS. **Staff. 4**

TEACHING OF MODERN LANGUAGES. (See EDUCATION 343)

German

A student majoring in German and concentrating in Literature must take the following courses above the 211-212 level: 311 or 312, 313, 317, 321, 322, 301, 416, and 361 or 362. For a concentration in German Civilization, the student must take the following courses above the 211-212 level: 311 or 312, 313, 301, 302, 416, 361 or 362 and one of the following courses: 317, 321, 322, 414, 415, as well as a course in European History. Recommended courses: 415, 213. Recommended related courses: I.D. 271-272.

GERMAN 111-112 — BEGINNING GERMAN. Drill in sentence patterns. Special attention to pronunciation and oral work. Composition and reading. Work is required in the language laboratory. **Does not count as credit toward a major. No credit is granted for 111 unless 112 is completed.** A student with one year of credit in high school German may register for 112. **Staff. 4**

GERMAN 211-212 — INTERMEDIATE GERMAN. A review of grammar, improvement of conversational skills, and readings in German culture will be stressed. Special provisions may be made for students desiring reading in scientific German literature. Prerequisite: 111-112 or appropriate score on placement test. **Staff. 3**

GERMAN 213 — INTERMEDIATE CONVERSATION. Intensive practice in audio-lingual skills on the intermediate level. Work in the language laboratory and composition will constitute a part of the course. Prerequisite: 211 or 212 or consent. **Winter. 4**

GERMAN 301 — INTRODUCTION TO GERMAN CIVILIZATION. A study of major historical events and forces that shaped the institutions, attitudes, and life-style of modern Germany. **Conducted in English and German.** Prerequisite: 211, 212, or 213. **Kessler. 4**

GERMAN 302 — CONTEMPORARY GERMAN CULTURE. A detailed study of various aspects of contemporary German culture and civilization. **Conducted in English and German.** Prerequisite: 301. **Winter. 4**

GERMAN 311-312 — INTRODUCTION TO GERMAN LITERATURE. Experience in analytical reading of major types of literature and literary techniques. The emphasis is on representative works of the 20th Century: Th. Mann, Kafka, Hesse, Brecht, Böll, Grass. Prerequisites: 212, 213, 215, or four years of high school German. **Staff. 4**

GERMAN 313 — ADVANCED CONVERSATION AND COMPOSITION. Intensive practice in audio-lingual skills on the advanced level. Composition is needed. At least two hours in the language laboratory are required each week. **Conducted in German.** Prerequisite: 213 or 211-212 or consent of instructor. **Winter. 4**

GERMAN 317 — GERMAN CLASSICS. Selected works of Goethe, Schiller, Lessing. Prerequisites: 311, 312, or consent of instructor. **Winter. 4**

GERMAN 321 — THE ROMANTIC PERIOD IN GERMANY. A study of the works of Novalis, Tieck, Brentano, Eichendorff, Hoffman, Heine. Prerequisites: 311, 312, or consent of instructor. **Winter. 4**

GERMAN 322 — 19th CENTURY PROSE AND DRAMA. Kleist, Buchner, Hebbel, Keller, Meyer, Storm, Fontane, Hauptmann, and others. Prerequisites: 212, 213, or four years of high school German. **Kessler. 4**

GERMAN 361-362 — DIRECTED STUDY. Staff. 3

GERMAN 401-402 — PROBLEMS IN AREA STUDY. A terminal integrating course of independent study to be taken in the senior year by the student majoring in the transdepartmental sequence, AREA STUDY, GERMANY. Staff. 3

GERMAN 413 — ADVANCED COMPOSITION AND GRAMMAR. Intensive grammar review and composition on the advanced level. Prerequisite 312. Kessler. 3

GERMAN 414 — THE GERMAN LYRIC. A representative sampling of early German poetry followed by more concentrated study of the lyrics of the 19th and 20th century poets including Rilke, Hofmannsthal, George, Krolow, Celan, Gottfried Benn, and others. Prerequisite: German 311 or 312. Kessler. 4

GERMAN 415 — SURVEY OF GERMAN LITERATURE BEFORE 1700. Prerequisite: any 300 course or consent of instructor. Kessler. 4

GERMAN 416 — SEMINAR. Prerequisite: same as 415. Staff. 3

GERMAN 451-452 — SENIOR RESEARCH. Staff. 4

GERMAN 461-462 — INDIVIDUAL WORK FOR HONORS. Staff. 4

TEACHING OF MODERN LANGUAGES. (See EDUCATION 343)

Russian

A student majoring in Russian must take the following courses above the 211-212 level: 305, 306, 311-312, 316, 317, and 318.

RUSSIAN 111-112 — BEGINNING RUSSIAN. Drill in sentence patterns, with special attention to pronunciation and oral work, composition and reading. Work in the language laboratory is required. **No credit is given for 111 unless 112 is completed.** A student with one year of credit in high school Russian may register for 122. 4

RUSSIAN 211-212 — INTERMEDIATE RUSSIAN. Review of structure, conversation, reading, and composition. Drill in language laboratory is required. Prerequisite: 111-112 or two years of high school Russian. 3

RUSSIAN 305 — ADVANCED RUSSIAN GRAMMAR AND COMPOSITION. Intensive grammar review, reading, and composition. **Conducted in Russian.** Prerequisite: 211-212 or 4 years of high school Russian. 4

RUSSIAN 306 — ADVANCED RUSSIAN CONVERSATION. Intensive practice in audio-lingual skills. **Conducted in Russian.** Prerequisite: 305. 4

RUSSIAN 311-312 — INTRODUCTION TO RUSSIAN LITERATURE. Readings from representative authors. **Conducted in Russian.** Prerequisite: 306. 4

RUSSIAN 316 — 19th CENTURY RUSSIAN LITERATURE IN TRANSLATION FROM PUSHKIN TO TURGENEV. Major literary movements and figures with emphasis on works of Pushkin, Gogol, Lermontov, Goncharov, and Turgeniev. **Conducted in English.** 4

RUSSIAN 317 — 19th CENTURY RUSSIAN LITERATURE IN TRANSLATION FROM DOSTOEVSKY TO BLOK. Major literary movements and figures with emphasis on works of Dostoevsky, Tolstoy, Aksakov, Leskov, Chekhov, Bunin, Andreev, and Blok. Conducted in English.

4

RUSSIAN 318 — RUSSIAN SOVIET LITERATURE. Major literary movements and figures with emphasis on works of Mayakovsky, Gorky, Fadeev, Leonov, Fedin, Sholokhov, and Pasternak. Conducted in English.

4

Spanish

The student majoring in Spanish has these options:

1. Hispanic Literature (217, 218, 315, 316, 415, and 416)
2. The Spanish Language (216, 217, or 218, 313, 314, 412, and 413 or 414)

Indicated course numbers represent the requisites for each major. A Language major is urged to take courses in linguistics, the English language, and so forth. Attention is called to the third option, the interdepartmental major in Latin American Area Studies. Spanish 324, "Ideology and Tradition in the Spanish-Speaking World," is highly recommended for all three majors.

SPANISH 111-112 — BEGINNING SPANISH. Drill in sentence patterns. Special attention to pronunciation and oral work. Composition and reading. Two to three hours each week are required in the language laboratory. Does not count as credit toward a major. No credit is granted for 111 unless 112 is completed. A student with one year of Spanish in high school may register for 112.

Staff. 4

SPANISH 215 — INTERMEDIATE SPANISH. A third-semester intermediate course intended to broaden the basic proficiency of Spanish 111-112.

Staff. 3

SPANISH 216 — CONVERSATION. Intensive practice in audio-lingual skills on the fourth-semester intermediate level. Prerequisite: 215.

Armas, Proano. 3

SPANISH 217 — MASTERPIECES OF SPANISH AMERICAN LITERATURE. The study of examples of the various genres, novel, short story, drama, essay, poetry, and non-literary articles, on the fourth-semester intermediate level.

Steele. 3

SPANISH 218 — MASTERPIECES OF SPANISH LITERATURE. Reading in and about selected major works of Spain with reference to the civilization they represent. Included are "El Cid," "La Celestina," "Don Quixote," a "comedia," a novel of Galdos, and selection from Unamuno. Prerequisite: 215.

Proano. 3

Literature

SPANISH 315 — SPANISH AMERICAN LITERATURE. Study of literary genres, periods or movements in Spanish America, emphases to be determined each semester course is taught. Conducted in Spanish. Prerequisite: 217 or equivalent.

Armas, Steele. 3

SPANISH 316 — SPANISH LITERATURE. Study of literary genres, periods or movements in Spain, emphases to be determined each semester course is taught. Conducted in Spanish. Prerequisite: 217 or equivalent.

Staff. 3

SPANISH 415 — SEMINAR IN SPANISH AMERICAN LITERATURE. Study and discussion in depth of a selected topic, writer or work from Spanish American literature. **Conducted in Spanish.** Prerequisite: 315 or consent. **Armas, Steele. 3**

SPANISH 416 — SEMINAR IN SPANISH LITERATURE. Study and discussion in depth of a selected topic, writer or work from Spanish literature. **Conducted in Spanish.** Prerequisite: 316 or consent. **Armas, Steele. 3**

Civilization and Culture

SPANISH 324 — IDEOLOGY AND TRADITION IN THE SPANISH-SPEAKING WORLD. The motivation of the Spaniard and Spanish American seen through their attitudes, values, beliefs, and artistic expression. **Staff. 3**

Language

SPANISH 313 — ADVANCED CONVERSATION Intensive practice in oral Spanish on the advanced level. Reports, discussions, speeches, dramatizations, etc. **Conducted in Spanish.** Prerequisite: 216 and 217.

Armas. 3

SPANISH 314 — ADVANCED GRAMMAR. Prerequisite: 217

Armas. 3

SPANISH 412 — PHONETICS AND PRONUNCIATION. Prerequisite: 217

Steele. 3

SPANISH 413 — COMPOSITION AND STYLISTICS. Composition on the advanced level with special attention given to modern Spanish creative writing. Prerequisite: 217 and 314 or consent.

Proaño. 3

SPANISH 414 — ADVANCED READING AND TRANSLATION. Prerequisite: 217 and 314 or consent.

Steele. 3

Latin American Area Studies (Conducted in English)

SPANISH 201 — AREA STUDY: LATIN AMERICA. An introduction to the nature and problems of Latin American Civilization. A study of the land, the people, their culture, and its place in the contemporary world. **Conducted in English.**

Armas. 4

SPANISH 341 — CARIBBEAN STUDIES. A seminar designed for students who wish to combine study of some aspects of the Caribbean area. The course offers a broad perspective of the ethnic, social, political, and economic problems of the so-called Caribbean area, which encompasses black as well as white countries. The focus of the seminar will be on the troublesome spots of the Caribbean: Cuba, Puerto Rico, Haiti, Barbados, Martinique, etc., and their relationship to the United States.

Armas. 3

SPANISH 401 — PROBLEMS IN AREA STUDY. A seminar intended to integrate student perspectives through selected topics. Primarily for students in the transdepartmental sequence. **AREA STUDY: LATIN AMERICA.**

Armas. 3

Other

SPANISH 361-362 — DIRECTED STUDY.	Staff. 3
SPANISH 451-452 — SENIOR RESEARCH.	Staff. 4
SPANISH 461-462 — INDIVIDUAL WORK FOR HONORS.	Staff. 4

Foreign Language Requirement. This requirement may be satisfied (A) by the submission of proof of proficiency or (B) by taking language courses.

A. Entering students will be given *credit* and/or *waiver* by meeting the following conditions:

- Credit* and *waiver* for a score of 700 on a College Board Achievement Examination.
- Credit* and/or *waiver* for adequate performance on a CEEB Advanced Placement Test. (See Advanced Placement in Catalog)
- Credit* and/or *waiver* for successful completion of the Proficiency Examination given each year in September before classes begin by the Department of Modern Languages (See *Proficiency Examinations* in Catalog.)
- Waiver* for four or more years of one high school language submitted for entrance to Denison.

B. A year of high-school language is usually considered equivalent to a college semester (111), 2 years of a high-school language to a college year (111-112) etc. If the student continues his or her high-school language, the appropriate intermediate course is considered the basic measure of acceptable proficiency. An exception is made when the student begins a new language.

The following programs exist for completing the language requirement through course work:

If the student presents no language or does not wish to continue the one begun in high school, he or she may take a 111-112 course to fulfill the requirement (8 hours).

If the student continues his or her high-school language, he or she may fulfill the language requirement through one of the following alternatives: French 212 (3 hours), 211-212 (6 hours); German 212 (3 hours) or 213 (4 hours), 211-212 (6 hours); Russian 211-212 (6 hours); Spanish 216 or 217 or 218 (3 hours) or 215 plus 216 or 217 or 218 (6 hours).

When the score on the placement examination indicates that remedial work is necessary before the student continues the high-school language at the intermediate level, the first-year courses may either be audited or taken for credit.



CORRECTION!!!

The previous document(s) may
have been filmed incorrectly...
Reshoot follows

SPANISH 415 — SEMINAR IN SPANISH AMERICAN LITERATURE. Study and discussion in depth of a selected topic, writer or work from Spanish American literature. **Conducted in Spanish.** Prerequisite: 315 or consent. **Armas, Steele. 3**

SPANISH 416 — SEMINAR IN SPANISH LITERATURE. Study and discussion in depth of a selected topic, writer or work from Spanish literature. **Conducted in Spanish.** Prerequisite: 316 or consent. **Armas, Steele. 3**

Civilization and Culture

SPANISH 324 — IDEOLOGY AND TRADITION IN THE SPANISH-SPEAKING WORLD. The motivation of the Spaniard and Spanish American seen through their attitudes, values, beliefs, and artistic expression. **Staff. 3**

Language

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SPANISH 314 — ADVANCED GRAMMAR. Prerequisite: 217. **Armas. 3**

SPANISH 412 — PHONETICS AND PRONUNCIATION. Prerequisite: 217. **Steele. 3**

SPANISH 413 — COMPOSITION AND STYLISTICS. Composition on the advanced level with special attention given to modern Spanish creative writing. Prerequisite: 217 and 314 or consent. **Proano. 3**

SPANISH 414 — ADVANCED READING AND TRANSLATION. Prerequisite: 217 and 314 or consent. **Steele. 3**

Latin American Area Studies (Conducted in English)

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Other

SPANISH 361-362 — DIRECTED STUDY.	Staff. 3
SPANISH 451-452 — SENIOR RESEARCH.	Staff. 4
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When the score on the placement examination indicates that remedial work is necessary before the student continues the high-school language at the intermediate level, the first-year courses may either be audited or taken for credit.

Music

Major in Applied Music (B. Mus. Degree)

Requirements: Music (78 hours) — Music 115-116, 201-202, 203-204, 215-216, 311-312, and Ensemble (4 hours); Applied Music (28-32 hours); Electives (9-13 hours); and a Graduating Recital in the major field.

Major in Music Education (B. Mus. Degree)

Requirements: Music (58 hours) — Music 115-116, 141-142, 151-152, 161-162, 171, 201-202, 203-204, 215-216, 307-308; Applied Music (15 hours); and Ensemble (4 hours); Education 213, 217, 315-316, 415, and 420.

This major enables the candidate to undertake the regular undergraduate plan in preparation for public school music teaching, leading to both the Bachelor of Music (Music Education) degree and the Ohio Provisional Special Certificate (Music).

Major in Theory and Composition (B. Mus. Degree)

Requirements: Music (79 hours) — Music 115-116, 141-142, 151-152, 201-202, 203-204, 215-216, 307-308, 311-312, 341-342, 401-h, 441-442; Applied Music (16 hours); and Ensemble (4 hours). In addition, the student will have three compositions ready for performance at the end of the junior year and will compose a work of major proportions during the senior year.

Major in Music (B.A. Degree)

Requirements: Music (40 hours) including Music 115-116, 215-216, 311-312, Ensemble (4 hours), and Applied Music (14 hours). In Related Areas (20 hours) including Music 201-202, 203-204, and 8 additional hours to be prescribed by the major adviser.

Major in Music (B.F.A. Degree)

Requirements: Music (40 hours) which is expected to include Music 115-116, 215-216, history and literature (6 hours), ensemble (2 hours), and applied music (8 hours). Additionally required for the degree is 15 hours in arts other than in music, and 16 hours in general education requirements.

MUSIC 101 — FORMS OF MUSIC. A course designed to develop the listener's understanding of music in the concert repertoire (Baroque through the Contemporary Periods). The lectures will illustrate forms and general stylistic concepts of each period in relation to the social and historical background.

Chan, Hunter. 3

MUSIC 103b — CONCERT BAND.

Hunter. ½

103o — ORCHESTRA.

Bellino. 1

103c — CONCERT CHOIR.

Osborne. ½

Credit is granted for participation in any of these ensembles at the rate of one-half credit hour for each of eight semesters. The credit is not subject to the 17-hour limit. Six semesters of participation will constitute fulfillment of the recommended Fine Arts requirement. (See Summary of Basic Requirements in Courses of Study.)

MUSIC 105 — OPERA WORKSHOP. A course which involves the preparation and performance of an opera or scenes from opera. Lectures will be given concerning the history of opera, and one opera will be studied in depth.
Larson. 1-2

MUSIC 107 — CHAMBER MUSIC WORKSHOP. A course which involves actual performance in a chamber music ensemble. Emphasis will be placed on style, ensemble technique and musical details.
Bellino, Chan, Hunter. 1-2

MUSIC 108 — PRIVATE LESSONS IN PIANO, ORGAN, HARPSICHORD, VOICE, VIOLIN, VIOLA, VIOLONCELLO, STRING BASS, VIOLA d'amore, GUITAR, FLUTE, CLARINET, OBOE, BASSOON, SAXOPHONE, TRUMPET, FRENCH HORN, TROMBONE, AND PERCUSSION. Instruction is in private lessons and the need of the individual student at any level of instruction is met. Credit is Applied Music to a total of eight semester-hours may be obtained toward the B.A. degree by a major in any department, other than Music. One credit is given for one half-hour lesson per week and one hour of practice daily (For costs, see Department of Music Fee under College Costs in catalog.)

MUSIC 109 — CONTEMPORARY MUSIC. A survey of the music of today, including jazz, classical, rock, and electronic, designed for the general student. Emphasis will be placed upon the maximum involvement of each student in a single aspect of music of the last decade. (Offered second semester, 1972-73, and alternate years).
Bostian. 3

MUSIC 111-112 — AFRICAN MUSIC. Form, structure, style, and instrumentation; intensive study of rhythm and the use of percussive instruments; and techniques of improvisation in African music. Studies in music, poetry, and dance, as well as the language of drums, song texts, recitals of praise, poetry, and dirges.
Benissan. 2

MUSIC 114 — ELEMENTARY MUSIC THEORY AND SIGHT SINGING. A course for the general student in the basic fundamentals of music, designed to facilitate the reading of single line music.
Larson. 3

MUSIC 115-116 — MUSIC THEORY I, II. A course in the harmonic structure of tonal Music plus aural and keyboard training.
Borishansky. 4

MUSIC 141 — WOODWIND INSTRUMENTS CLASS. Class instruction for the students majoring in Music Education.
Hunter. 1

MUSIC 142 — BRASS INSTRUMENTS CLASS. Class instruction for the students majoring in Music Education.
Hunter. 1

MUSIC 151-152 — STRING INSTRUMENTS CLASS. Class instruction for the students majoring in Music Education. (151: violin and viola. Bellino; 152: cello and bass, Chan).
Bellino, Chan. 1

MUSIC 161-162 — VOICE CLASS. Recommended for beginners in voice and stressing fundamentals of voice production and basic techniques of singing.
Larson. 1

MUSIC 171 — PERCUSSION CLASS. Class instruction for the students majoring in Music Education.
Staff. 1

MUSIC 201-202 — HISTORY AND LITERATURE OF MUSIC I, II. An historical survey of the evolution of musical style in Western Europe from Classical Greece to the Classical Period. (Offered in 1972-73 and in alternate years) **Osborne. 3**

MUSIC 203-204 — HISTORY AND LITERATURE OF MUSIC III, IV. An historical survey of the evolution of musical style in Western Europe from the Classical Period to the present. (Offered in 1973-74 and in alternate years) **Fischer, Bostian. 3**

MUSIC 206 — EARLY AMERICAN BLACK MUSIC. This course will review the sociological, historical, and musical aspects of the development of Black American music focusing particularly on the period of 1895 to 1930. Offered in 1975-76 and in alternate years. **Waldo. 2**

MUSIC 207 — MUSIC IN AMERICA. A survey of music-making in our land from the Psalm tunes of the Puritans, to the 18th-century Yankee tunesmiths, the minstrel shows, the development of jazz, John Knowles Paine, George Gershwin, Aaron Copland, and John Cage. Music 101 or permission of instructor **Osborne. 3**

MUSIC 208 — PIANO LITERATURE. A survey of the literature for solo pianoforte from the late Baroque period through the twentieth century. Prerequisite: Music 101 or consent of the instructor. (Offered in 1973-74 and in alternate years) **Fischer. 3**

MUSIC 215-216 — MUSIC THEORY III, IV. A continuation of Music 116, including chromatic harmony and investigation into 20th Century harmony and style. Prerequisite: 115-116. **Borishansky. 4**

MUSIC 307-308 — ORCHESTRATION AND CONDUCTING. Basic course in score-reading and conducting combined with a study of the Orchestra and Band and in arranging for these organizations. (Offered in 1973-74 and in alternate years) **Hunter. 3**

MUSIC 311-312 — STYLISTIC ANALYSIS. Analysis of rhythm, melody, harmony, form, and other stylistic features of representative works from the 18th through the 20th Centuries. (Offered in 1972-73 and in alternate years) **Fischer. 3**

METHODS IN MUSIC EDUCATION (See Education 315-316)

MUSIC 341 — COMPOSITION. Basic compositional techniques including composition in 20th century idioms progressing to atonal chromatic writing. Project in the student's individual style. Prerequisite: 215. **Borishansky. 3**

MUSIC 342 — COMPOSITION. Composition using serialism and exploration of improvisatory aleatoric techniques. Composing in the student's individual style. Prerequisite: 215. **Borishansky. 3**

MUSIC 361-362 — DIRECTED STUDY. **Staff. 3**

MUSIC 441 — COMPOSITION. Practice in conceptualization. Study of extended and innovative uses of instruments and voice. Composing in the student's respective style. Prerequisite: 342. **Borishansky. 3**

MUSIC 442 — COMPOSITION. Composition for the multi-media: the integration of music with another art to produce a synthesized whole. Composition primarily in the student's individual style. Prerequisite: 441. **Borishansky. 3**

MUSIC 451-452 — SENIOR RESEARCH. **Staff. 4**

MUSIC 461-462 — INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Philosophy

Philosophical thought involves the activity of critical, creative, and evaluative thinking in respect to questions and assumptions central to human existence. The Department strives to engage the student in problematic areas which are often at the foundations of human "knowledge" and action. The Department hopes to move the student from the point of being unaware or naive about his or her world to the point of being sophisticated enough to recognize problem and impasse, and then to work toward constructive confrontation with them. Members of the Department cooperatively study these concerns from diverse perspectives, not only through the works of major philosophers but through their own creative activity. Similarly, the student is encouraged both to engage in this joint inquiry and to philosophize creatively on his or her own. The courses and seminars in the Department are intended to develop this type of activity.

The Philosophy Department recommends that students wishing to take Philosophy in order to meet the Philosophy/Religion requirement enroll in Philosophy 101 during their freshman year. Upperclassmen may elect Philosophy 201. However, students may petition the Registrar's Advisory Committee for permission to substitute any Philosophy course with the exception of 105 for Philosophy 101.

Major in Philosophy

A major in Philosophy requires nine semester-courses to be selected by the student in consultation with his or her major adviser. Two semesters of the departmental seminar (431 or 432) must be included. Two courses in the History of Philosophy are recommended. Through a broad choice of elective courses outside the department, a student majoring in Philosophy should acquire a well-rounded acquaintance with the basic areas of human experience and investigation.

To avoid possible scheduling problems, a student considering a major in Philosophy should consult the department early in his or her college career.

A student preparing for graduate study in Philosophy should have a reading knowledge of French or German by the beginning of the senior year and at least an elementary knowledge of a second foreign language before graduation.

PHILOSOPHY 101 — BASIC ISSUES IN PHILOSOPHY. An understanding of the nature and function of Philosophy and of its relations to other fundamental human interests is sought through a consideration of representative philosophical problems as treated in selected writings of leading philosophers of the past and present. **This course satisfies the basic requirement in Philosophy or Religion. Offered both semesters. Open to freshmen only.**
Liska, Straumanis, Friedman, Goldblatt, Staff. 4

PHILOSOPHY 105 — LOGIC. A study of reasoning in ordinary language and in contemporary symbolic languages with emphasis on the connections between the two. Attention is also given to informal fallacies, paradox, ambiguities of ordinary speech, the problems of definition, and the general characteristics of deductive arguments. **Straumanis. 4**

PHILOSOPHY 201 — PROBLEMS IN PHILOSOPHY. A basic consideration for upperclassmen of the nature and scope of philosophical activity. Following a discussion of the nature of philosophy, an in-depth treatment of select problems in philosophy will be undertaken, such as the mind-body problem, the nature of moral judgments, the scope of knowledge, the existence of God, and the nature of Existentialism. Prerequisite: Sophomore Standing. Not open to students having taken Philosophy 101. To be offered in 1974-75.

PHILOSOPHY 212 — CURRENT TOPICS IN PHILOSOPHY. An inquiry into philosophical issues and problems at the center of present attention. The topics examined vary from year to year in accordance with current interests and emphases. Open to freshmen and sophomores only. Prerequisite: 101 or consent. Topic for first semester, 1974-75: Mind and Self, Friedman; Topic for second semester, 1974-75: To be selected, Staff. **Friedman, Staff. 4**

PHILOSOPHY 221 — ETHICS. Analysis of ethical language and the concepts right, good, and ought. Methods of justifying ethical decisions and types of ethical value systems. Emphasis on the practical applications of ethical theories in terms of personal and social morality. **Goldblatt. 4**

PHILOSOPHY 226 — SOCIAL AND POLITICAL PHILOSOPHY. Critical inquiry into differing conceptions of the role and authority of government, the rights and obligations of citizens, and the underlying moral basis of political obligation. Examination of the current value of traditional political philosophy in relation to contemporary empirical methods of research in the social sciences. Prerequisite: Sophomore Standing or consent. **Friedman. 4**

PHILOSOPHY 305 — METAPHYSICS: PERSPECTIVES ON REALITY. An analysis of the problems unique to metaphysics both from a historical and a contemporary perspective. An in-depth inquiry into the legitimacy of metaphysics, the problem of universals, the issue of substance, freedom versus determinism, the synthetic *a priori*, the realism-idealism issue, the internal-external relation distinction, and the problem of individuation. Prerequisites: Junior Standing or consent. Philosophy 101 preferred but not required. (To be offered in 1974-75 and in alternate years.) **Staff. 4**

PHILOSOPHY 306 — THEORIES OF KNOWLEDGE. A seminar dealing with important contemporary problems in theory of knowledge with emphasis upon individual student contributions in the formulation and solutions and dissolutions of those problems. Prerequisites: Junior Standing or consent. Philosophy 101 preferred but not required. (To be offered in 1974-75 and in alternate years.) **Friedman. 4**

PHILOSOPHY 312 — ADVANCED SYMBOLIC LOGIC. A topic-centered continuation of study in the symbolic languages introduced in Philosophy 205. According to student interest, topics might include modal logic, deontic logic, alternative systems of notation and proof, or foundations of mathematical logic. Not offered in 1974-75. **Straumanis. 4**

PHILOSOPHY 327 — PHILOSOPHY OF CIVILIZATION. A seminar dealing with the sources of Western civilization and recent philosophies of civilization. Prerequisites: Sophomore standing and consent of instructor. (Not offered in 1974-75). **Staff. 4**

PHILOSOPHY 331 — GREEK AND MEDIEVAL PHILOSOPHY. Investigation of origins of Western philosophy and science, followed by first-hand study of philosophical classics from Plato and Aristotle to Augustine and Thomas Aquinas. Prerequisite: Junior standing or consent. Not offered in 1974-75; to be offered in alternate years. This course is different in structure and content from Classic 212. **Lisska. 4**

PHILOSOPHY 332 — MODERN PHILOSOPHY: DESCARTES TO HEGEL. Modern philosophies which have shaped the contemporary mind. First-hand acquaintance with the philosophical classics from Descartes to Hegel. Prerequisite: Junior Standing or consent. Not offered in 1974-75; to be offered in alternate years. **Friedman. 4**

PHILOSOPHY 334 — CONTEMPORARY PHILOSOPHY: 1900 TO PRESENT. A structural analysis of the principal problems confronted during the development of Anglo-American philosophy in the 20th Century. Analysis of Early Realism, Logical Atomism, Logical Positivism, and Ordinary Language Philosophy, as set forth by philosophers like G. E. Moore, Bertrand Russell, Ludwig Wittgenstein, Gilbert Ryle, and Peter Strawson. In addition, a consideration of the origin and development of Existentialism and Phenomenology as illustrated by Jean-Paul Sartre, Albert Camus, Franz Brentano, and Edmund Husserl. Prerequisite: Junior Standing or consent. Offered in 1974-75 and in alternate years. **Lisska. 4**

PHILOSOPHY 343 — CHINESE PHILOSOPHY. Philosophies of China from ancient to modern times. Study of representative philosophical literature in translation and analysis of briefer selections in Chinese. **The course assumes no prior acquaintance with the Chinese Language.** Prerequisite: Junior Standing or consent. (Not offered in 1974-75). **4**

PHILOSOPHY 344 — CLASSICAL CHINESE LANGUAGE AND THOUGHT. A philosophical and linguistic introduction to Chinese classical written language as a medium for the analysis of experience and for the expression of basic attitudes toward man, life, and nature. Readings in Chinese in the philosophical classics and poetry. **The course assumes no prior acquaintance with Chinese Language or Philosophy** and may be elected independently of 343. Prerequisite: Consent of instructor. (Not offered in 1974-75). **4**

PHILOSOPHY 361-362 — DIRECTED STUDY. **Staff. 3 or 4**

PHILOSOPHY 401 — PHILOSOPHY OF RELIGION. An examination of the basic traditional argumentation in respect to God's existence and an inquiry into the contemporary problems of religious knowledge and religious language. Prerequisite: 101 or consent **Lisska. 4**

PHILOSOPHY 403 — HISTORY AND PHILOSOPHY OF SCIENCE. An examination of the philosophical issues involved in empirical inquiry, using examples from both the natural and social sciences. Scientific objectivity and progress are major topics, investigated in conjunction with studies in the history of science. Students are encouraged to pursue projects in their own disciplines. **Straumanis. 4**

PHILOSOPHY 405 — PHILOSOPHY OF THE ARTS. A seminar dealing with the nature of the various arts, of the creative process, and of aesthetic experience, the types of critical terminology, the nature and locus of aesthetic value, the ontology of art objects. Readings from representative aesthetic theorists in conjunction with examples from the various arts. Prerequisites: Junior standing or consent **Goldblatt. 4**

PHILOSOPHY 420 — PHILOSOPHY OF EDUCATION. An inquiry into the nature, aims, and presuppositions of education. A confrontation with practical problems of education and an attempt to relate them to underlying philosophical issues. A critical evaluation of the educational philosophies of idealism, realism, experimentalism and existentialism. Prerequisite: Junior Standing or consent. Same as Education 420. **Santoni. 4**

STUDENT PLEASE NOTE: NO SECTION OF PHILOSOPHY/EDUCATION 420 IS SCHEDULED TO BE OFFERED DURING THE SECOND SEMESTER, 1974-75.

PHILOSOPHY 431-432 — SEMINAR IN PHILOSOPHY. Specialized study in some restricted field of philosophic thought is undertaken, the specific subject varying from semester to semester depending upon the needs of the students and the interests of the group. The course may be repeated with credit. Prerequisites: Second-semester junior standing and Philosophy major or consent. Topic for first semester; 1974-75: The Philosophy of Jean-Paul Sartre, Santoni; Topic for second semester: to be selected, Staff. **Santoni, Staff. 4**

PHILOSOPHY 451-452 — SENIOR RESEARCH. **Staff. 4**

PHILOSOPHY 461-462 — INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Physical Education

Major in Health and Physical Education

State Certification in Physical Education involves the following course plan:

PHYSICAL EDUCATION 329 — METHODS & MATERIALS OF PHYSICAL EDUCATION. This course is designed to investigate the objectives, materials, resources and special methodologies applicable to teaching Physical Education in Secondary Schools.

Ross, Staff. 2

PHYSICAL EDUCATION 339 — KINESIOLOGY AND PHYSIOLOGY OF EXERCISE. A study of the structural and functional aspects of human movement, including laboratory work in movement analysis and physiological stress.

Ross. 3

PHYSICAL EDUCATION 340 — ATHLETIC TRAINING AND FIRST AID. This course is designed to train students in the prevention and care of athletic injuries and to qualify for the National First Aid Instructors Certificate.

Googins. 4

PHYSICAL EDUCATION 429 — HISTORY, PHILOSOPHY AND PRINCIPLES OF PHYSICAL EDUCATION. This course is designed (1) to present the foundation of Physical Education and Athletics through a study of the history of each (2) to study the relationships and the cultural, educational, economic, and philosophical factors influencing the growth and development of Physical Education and Athletics (3) to study the source and data of principles of Physical Education and Athletics.

Van Horn. 3

PHYSICAL EDUCATION 430 — ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION. This course is designed to study the organization and administration of the school programs devised for each area and to consider future directions which are probable, desirable and achievable in Physical Education and Athletics.

Seils, Staff. 3

PHYSICAL EDUCATION 318 — BASEBALL & TRACK (men & women). Includes instruction, supervised practice and teaching techniques in the fundamentals and advanced skills, conditioning activities, purchase and care of equipment, public relations, organization, pre-season and in-season planning and practice, scouting, ethics and conduct. Prerequisite to Physical Education 329.

Scott, Shannon. 2

PHYSICAL EDUCATION 319 — THEORY AND PRACTICE OF BASKETBALL COACHING (men & women). Includes instruction and supervised practice and techniques of teaching in the fundamental and advanced skills, offensive and defensive tactics, conditioning activities, purchase and care of equipment, public relations, organization, pre-season and in-season planning and practice, scouting, ethics, and conduct. Prerequisite: Physical Education 329.

Scott, Staff. 2

PHYSICAL EDUCATION 320 — THEORY AND PRACTICE OF FOOTBALL COACHING. Includes instruction and supervised practice and techniques of teaching in the fundamental and advanced skills, offensive and defensive tactics, conditioning activities, purchase and care of equipment, public relations, organization, pre-season and in-season planning and practice, scouting, ethics, and conduct. Prerequisite Physical Education 329.

Piper, Staff. 2

PHYSICAL EDUCATION 321 — POWER VOLLEYBALL (men & women) FIELD HOCKEY (women) WRESTLING (men). Includes instruction and supervised practice in techniques of teaching in the fundamentals and advanced skills, offensive and defensive tactics, conditioning activities, purchase and care of equipment, public relations, organization, pre-season and in-season planning and practice, scouting, ethics and conduct. Prerequisite to Physical Education 329.

Shepherd, Thomsen. 2

PHYSICAL EDUCATION 370 — AQUATIC EDUCATION (men and women). Coverage of all areas for the aquatics specialist as recommended by the Aquatic Council of the American Association of Health, Physical Education, and Recreation — instructional program, competitive swimming (men and women), swimming for the handicapped, skin and scuba diving, small craft, diving, synchronized swimming, water polo, and survival swimming. Barclay. 2

PHYSICAL EDUCATION 371 — ARCHERY, BADMINTON & BOWLING (men & women). Includes the methods and techniques of teaching these sports with emphasis on fundamentals and advanced skills, conditioning activities, purchase and care of equipment and organization of tournaments. Ross, Thomsen. 2

PHYSICAL EDUCATION 372 — GOLF AND TENNIS. Includes the methods and techniques of teaching golf and tennis with emphasis on fundamentals and advanced skills, conditioning activities, purchase and care of equipment and organization of tournaments. Seils, Shepherd. 2

PHYSICAL EDUCATION 373 — GYMNASTICS AND TUMBLING. Includes the methods and techniques of teaching beginning and intermediate skills, conditioning activities, purchase and care of equipment and safety procedures. Schweizer. 2

Electives for Majors

PHYSICAL EDUCATION 124 — CAMPING AND OUTDOOR EDUCATION. The summer camp as an educational and recreational agency. Designed to prepare students for counselorship. Thomsen, Ross. 2

PHYSICAL EDUCATION 235-236 — SPORTS OFFICIATING. Methods and techniques of officiating both interscholastic and intramural athletic contests. Football and basketball units are designed to prepare students for the State of Ohio officials[examination. Two hours each of theory and of laboratory are given. Prerequisite: Sophomore standing. Scott. 2

PHYSICAL EDUCATION 439 — SCHOOL AND COMMUNITY RECREATION. A study of the cultural, educational, economic, and philosophical factors influencing the growth and development of leisure and recreational pursuits in American life. Barclay, Ross. 3

PHYSICAL EDUCATION 440 — PERSONAL AND COMMUNITY HEALTH. A study and survey of the biological, psychological, and sociological data underlying sound modern health practices. Seils. 3

PHYSICAL EDUCATION 441 — SENIOR SEMINAR. A study of contemporary issues and problems in Physical Education and Athletics with guidance for the production of a senior thesis on a topic of the student's choice. Seils, Staff. 2

PHYSICAL EDUCATION 451-452 — SENIOR RESEARCH. Staff. 4

PHYSICAL EDUCATION 461-462 — INDIVIDUAL WORK FOR HONORS. Staff. 4

There is no physical education activities requirement at Denison. Registration for course credit is entirely voluntary. Courses are granted one half credit when completed within a seasonal quarter (e.g. Fall, Winter I, Winter II, Spring) and one credit when pursued for the full semester. All Varsity Sports for men and for women are given one credit for the sport season. A ceiling of six credit hours in Physical Education may be applied toward the 127 credit requirements for graduation. There is a three point grading structure for all courses. **No entry** for students who fail to achieve the stated standards. **Credit** for all who meet the course requirements. A **letter grade of "A"** for recognition of outstanding performance and excellence, which grade is included in the student's grade point ratio. Registration is quarterly except for full semester courses.

Physical Education Activity Program 1974-75

101-A SWIMMING STROKES (Co-Educational)

1. Offered Fall & Spring
2. ½ hour credit
3. Skills in Nine Basic Strokes
4. Turns
5. Basic Diving
6. Red Cross Certification
7. 30-minute swim.

102-A AMERICAN RED CROSS — SR. LIFESAVING (Co-Educational)

1. Offered 1st Semester
2. 1 hour credit
3. Certification with A. R. C.
Qualifies for Water Safety Employment with pools, beaches, and summer camps.
4. Prerequisites: Above average swimming skills. Ability to pass the preliminary swimming test:
 1. 440 Yard Swim using 4 styles
 2. Tread water - surface dive
 3. Recover 10 lb. object - deep water
 4. Underwater swim 15 yards

103-A BASIC SKIN AND SCUBA DIVING (Co-Educational)

1. First & Second Semesters
2. 1 hour Credit
3. All equipment furnished
4. Pre-Requisites
Good physical condition, free of chronic sinus or ear conditions; above average swimming skills.
5. Successful completion will lead to certification as Sport Diver familiar with the principles of diving safety, diving Physics and Physiology. Instruction in the operation and use of self-contained, compressed air, underwater breathing apparatus.

104-A AMERICAN RED CROSS — WATER SAFETY INSTRUCTOR (Co-Educational)

1. Offered 1st & 2nd Semesters
2. 1 hour credit
3. Successful completion leads to National Certification as W.S.I.
4. Pre-Requisite Red Cross Senior Lifesaving or Equivalent
5. PART I. Comprehensive Review of Lifesaving, Swimming, Diving and Survival Skills
6. PART II. Methods of Teaching Aquatics and Practice Teaching with Faculty Children (Poolside First-Aid and Resuscitation)

101-D DIVING (Co-Educational)

1. Offered 2nd Semester
2. ½ hour credit
3. Fundamental Skills on 1 & 3 Meter Boards
4. Opportunity & Training for Competition

101-C ARCHERY—TARGET & FIELD (Co-Educational)

1. Offered Fall, Spring
2. ½ hour credit
3. Fundamental - Advanced Skills
4. Novelty Shoots and Competitive Tournaments

101-B BADMINTON (Co-Educational)

1. Offered Winter I, Winter II
2. ½ hour credit
3. Safety and Etiquette
4. Rules and Scoring
5. Fundamental Skills & Drills
6. Strategy and Competition

101-W BODY SHAPING & WEIGHT CONTROL (women)

1. Offered Winter I, Winter II
2. ½ hour credit
3. Fundamentals of Diet & Exercise to Control Weight
4. Programs designed for Individual Needs

102 & 3-B BOWLING (Co-Educational)

1. Offered Fall, Winter I, Winter II
2. ½ hour credit
3. Fundamental Skills and Etiquette
4. Equipment Selection & Care
5. Required 115 avg. for Beg. - 135 avg. for Intermediate

104-F FENCING (Co-Educational)

1. Offered Winter I, Winter II
2. ½ hour credit
3. Basic Skill Technique of Foil Fencing and Bout Experience
4. History, Safety Fundamentals
5. Equipment Selection and Care
6. Etiquette and Terminology

101-F FOLK & SQUARE DANCING (Co-Educational)

1. Offered Winter I, Winter II
2. ½ hour credit
3. Folk and Square Dance Technique
4. Dancing and Calling

101-G BEGINNING GOLF (Co-Educational)

1. Offered Fall and Spring
2. ½ hour Credit
3. Fundamental skills and grip, stance, and swing
4. Technique practice with woods, long, mid and approach irons, putting
5. Rules, etiquette and terminology
6. No Fee

102-G INTERMEDIATE GOLF (Co-Educational)

1. Offered Fall and Spring
2. ½ hour credit
3. Reviewing Skills
4. Practice Each Club
5. Match and Medal Play
6. Play at Granville Golf Course
7. Fee: Green Fees

105-G GYMNASTICS & TUMBLING

1. Offered Winter I & Winter II
2. ½ hour credit
3. Beginning & Intermediate Skills
4. Trampoline & All Apparatus Work
5. Floor Exercises & Basic Tumbling

106-H HANDBALL (Co-Educational)

1. Offered Fall, Winter I, Winter II, Spring
2. ½ hour credit
3. Handball Gloves Required
4. Strategy
5. Drills for Skill Improvement
6. Round Robin Competition

108-P PADDLEBALL (Co-Educational)

1. Offered Fall, Winter I, Winter II, Spring
2. ½ hour credit
3. Safety and Etiquette
4. Rules and Scoring
5. Fundamental Skills
6. Drills
7. Strategy and Competition

101-J JOGGING — KPRFYL (Co-Educational)

1. Offered 1st and 2nd Semesters
2. 1 hour credit
3. Cardio-Vascular Instruction & Development
4. Program Running
5. Class Time is Flexible

101-S SPORTS SURVEY (Co-Educational)

1. Offered 1st Semester Thursday, 10:30-12:30
2. 1 hour credit
3. Field Instruction:
1st Semester - Soccer, Football, Basketball
4. Complete varsity uniforms will be worn by all members of the class.
5. Varsity defense, offense and game plans
6. Soccer or football shoes are required

101-T BEGINNING TENNIS (Co-Educational)

1. Offered Fall and Spring
2. ½ hour Credit
3. Fundamental skills
4. Singles and doubles play
5. Rules, scoring, etiquette, strategy and terminology

102-T INTERMEDIATE TENNIS (Co-Educational)

1. Offered Fall and Spring
2. ½ hour Credit
3. Review of skills
4. Single strategy
5. Double strategy
6. Tournaments

109-T TRAMPOLINE (Co-Educational)

1. Offered Winter I, Winter II
2. ½ hour Credit
3. Fundamental Skills
4. Progression through competitive routine
5. Up to advanced skills

101-M WEIGHT TRAINING (men)

1. Offered 1st and 2nd Semester
2. 1 hour credit
3. Fundamentals of Nautilus Weight Training
4. Program Designed to Individual Needs
5. Introduction to Various Types of Lifting Programs

101-B BACK PACKING & HIKING (Co-Educational)

1. Offered Fall and Spring
2. 1 hour credit
3. Equipment and Gear
4. Map Reading
5. Food Preparation
6. Safety Skills and Technique
7. Weekend Hike
8. Fee: \$20.00 to \$30.00 - will depend upon activities of course

103-C CANOEING (Co-Educational)

1. Offered Fall & Spring
2. ½ hour Credit
3. Rules of safety and conduct
4. Care of canoe
5. Stroke technique in lakes
6. Launching, landing, and disembarking
7. 10-20 mile trip of river
8. \$5.00 to \$10.00 Fee will depend upon activities of course (transportation, lodging and meals)

101-O OUTING AND CAMPCRAFT (Co-Educational)

For Camp Counselors

1. Offered 1st and 2nd Semester
2. 1 hour Credit
3. Dealing with children
4. Tent Camping
5. Outdoor cooking & fire building
6. Lashing and knot tying
7. Crafts activities
8. Overnight
9. Fee: \$5.00 to \$10.00 — will depend upon activities of course (transportation, lodging and meals)

Physics

The study of Physics is a challenging and intellectually rewarding activity elected by those who seek to sharpen and broaden their appreciation and understanding of the physical world and of their relationship to it. To this end courses offered by the Department of Physics are designed to bring the student to an increasingly independent level of investigation in experimental and theoretical Physics, and to a level of sophistication commensurate with his or her motivation, goals, and abilities.

Major in Physics

A major in Physics, in addition to preparing students for professional work including secondary school teaching, has proven desirable for those preparing for careers in medicine, business, computer science, law, and industrial management. Sufficient flexibility exists in the major program to suit the needs and goals of the individual.

The entering student desiring to major in Physics, Physics with a concentration in Astronomy, or related fields should consult early with a member of the department. In general, the minimum requirements for the major in Physics beyond the introductory course (121-122 or 221-222) are completion of 123, 211, 305, 306, 312, 320, and two credits of 400, taken in the junior and/or senior years. Physics majors normally become proficient in computer programming and data processing. Majors are required to complete at least four courses at the introductory calculus level and above (exclusive of computer science courses) in the Department of Mathematical Sciences.

Students preparing for graduate work in Physics, Astronomy, Astrophysics, Space Physics, or related fields are advised to take additional courses in physics, including 405 and 406, and a total of at least six courses in the Department of Mathematical Sciences. Two or more courses taken in other science departments are desirable, as is a reading knowledge of at least one Modern Language (French, German, or Russian).

Certain courses in this department require the use of safety glasses. These courses are designated with the words "Safety Glasses Required" at the end of their descriptions. A full statement on the use of safety glasses appears on page two.

Major in Physics (Environmental Studies Concentration)

See Environmental Studies

PHYSICS 100 — CURRENT TOPICS IN PHYSICS. Designed principally for students not contemplating a major in the sciences, but who nevertheless wish exposure to areas of current investigation in Physics. Topics will be chosen at the beginning of the semester for thorough investigation within the framework of contemporary Physics. The laboratory, an intimate part of this course, will be used to introduce the student to many discovery-experiments and to techniques of research. Open to seniors by consent only. Mathematical preparation is assumed to include high school algebra and geometry. (This satisfies one course of the science requirement.)

Staff. 4

PHYSICS 110 — MEDICAL PHYSICS. Applications of physics to medicine; the workings of the human body as a physical system, mechanics of skeletal structure, energy use by the body, use of radiation, etc. Offered in 1974-75 and in alternate years. Prerequisite: 122 or 122 concurrent.

Staff. 2

PHYSICS 121-122 — GENERAL PHYSICS. This course is designed to provide a thorough quantitative coverage of the foundations and concepts of Physics and its approach toward an understanding of natural phenomena. The course includes a significant introduction to the Physics of the 20th Century. Four lectures and one two-hour laboratory each week. Mathematics 121-122 must be taken concurrently unless the chairman gives consent to enroll without it.

Staff. 4

PHYSICS 121H-122H — GENERAL PHYSICS, HONORS SECTION.

Same description as Physics 121-122. General Physics, but open to students with some prior experience with calculus. Primarily for physics, chemistry, and mathematics majors. **Staff. 4**

PHYSICS 221-222 — MODERN ANALYTICAL PHYSICS. A course in General Physics with emphasis on an analytical formulation of the concepts and methods of Physics, and with applications drawn from the active fields of modern Physics. Five lectures and one two-hour laboratory each week. Open to freshmen with strong high school Mathematics. Prerequisite: Math 121-122 or 221-222 or concurrent registration (Not offered 1974-75) **Staff. 4**

PHYSICS 123 — INTRODUCTORY MODERN PHYSICS. A survey of topics from present day physics, such as special theory of relativity, basic quantum theory, atomic structure and spectra, X-rays, and the nucleus. Prerequisite: 122. **Staff. 4**

PHYSICS 211 — SOLID STATE ELECTRONICS. A course in circuit design which emphasizes the use on linear and digital integrated circuits, transistors, and other solid state devices. Prerequisite: 122 or Chemistry 201. **Staff. 3**

PHYSICS 305 — CLASSICAL MECHANICS. A course in classical mathematical Physics designed to provide the student with a basic understanding of the methods and procedures of physical analysis. Prerequisite: 122 or 222 **Staff. 4**

PHYSICS 306 — ELECTRICITY AND MAGNETISM. A course in the theory of electromagnetic interactions, including the sources and descriptions of electric and magnetic fields, Maxwell's equations and electromagnetic radiation. Prerequisite: 122 or 222 **Staff. 4**

PHYSICS 312 — EXPERIMENTAL PHYSICS. A course in the theory and practice of physical research with emphasis on the understanding and use of present-day research instrumentation. Prerequisite: 122 or 222. May be repeated once for credit. **Staff. 3**

PHYSICS 320 — MODERN PHYSICS. An intensive quantitative discussion of topics from atomic, molecular, nuclear, and solid state physics. Prerequisite: 305. **Staff. 4**

PHYSICS 321a — GEOMETRICAL OPTICS. A study of the laws of reflection and refraction, and their application to lenses and mirrors. Prerequisite: 122. **Staff. 2**

PHYSICS 321b — THERMODYNAMICS. Covers selected topics from thermodynamics, kinetic theory, and statistical methods. Prerequisite: 122 or 222 **Staff. 3**

PHYSICS 322a — PHYSICAL OPTICS. A study of diffraction, interference, polarization, and related phenomena. Prerequisite: 321a or consent. **Staff. 2**

PHYSICS 322b — INTRODUCTORY QUANTUM MECHANICS. A first course including solutions of the Schroedinger Equation for some elementary systems, followed by an introduction to the more abstract methods of Quantum Mechanics. Prerequisites: 305/consent **Staff. 3**

PHYSICS 340 — ADVANCED TOPICS. Independent work on selected topics at the advance level under the guidance of individual staff members. May be taken for a maximum of four semester hours of credit. Prerequisites: Junior standing and consent of chairman **Staff. 1-2**

PHYSICS 361-362 — DIRECTED STUDY. Prerequisite: Consent of chairman. Staff. 3

PHYSICS 400 — SEMINAR. Required of all majors. Must be taken for a total of two credits during the junior and/or senior years. Staff. 1

PHYSICS 405 — ADVANCED DYNAMICS. A course extending the work of 305 to include the more general formulations of classical dynamics and to relate these to modern theoretical Physics. Prerequisite: 305 or consent. Staff. 3

PHYSICS 406 — ELECTROMAGNETIC THEORY. A course extending the work of 306 to include more general boundary value problems, additional implications of Maxwell's equations, and the wave aspects of electromagnetic radiation, including topics in modern physical optics. Prerequisite: 306 or consent. Staff. 3

PHYSICS 451-452 — SENIOR RESEARCH. Staff. 4

PHYSICS 461-462 — INDIVIDUAL WORK FOR HONORS. Staff. 4

TEACHING OF SCIENCE (See Education 311.)

Political Science

Major in Political Science

A student majoring in Political Science must take a minimum of nine courses in the department. Included in this minimum must be Introduction to Theory in Political Science (209) and one of the following: American Political Behavior and Institutions (202) or Introduction to the Methods of Political Science (212) or Comparative Politics (221). In addition a student is required to elect a third introductory course (200 level) from departmental offerings. A student completes a political science major by taking any six additional courses in the Department.

The Department highly recommends Mathematical Sciences 250, Computer Programming for the Social Sciences and Mathematical Sciences 102, Statistics for the Social Science. A political science major expecting to enter the foreign service or pursue an internationally oriented career should have a reading knowledge of a modern foreign language by the beginning of the senior year.

Major in Political Science (International Relations Concentration)

The International Relations Concentration exists within the Political Science major. Students electing the Concentration must therefore fulfill the requirements of the major as described above. After completing successfully the three 200-level courses in Political Science, students may take their remaining six Political Science courses entirely in the areas of International Relations and Foreign Policy.

The total number of courses required for the International Relations Concentration is 15. In addition to Political Science courses which may be applied toward meeting the Concentration requirement, some combination of courses should be taken in History, Economics, and Modern Languages. These courses should emphasize international concerns. Strongly recommended are Economics 316 (also Political Science 308, may be taken for credit in either department), Economics 200, 301, or 302, History 307, 351, 353, and history courses concentrating on Asia, Africa, and Latin America. Interdepartmental courses with distinct international orientations are also acceptable.

A particular interest not covered in existing course offerings may be pursued in depth through a directed study. One such project may be applied to the Concentration, but will not count toward the Political Science major. Participation in a semester or year abroad program is especially recommended for student electing the International Relations Concentration. This concentration is particularly designed for students interested in careers in public services, business, journalism, or other internationally focused occupations.

Major in Political Science (Environmental Studies Concentration) See Environmental Studies

Major in Political Science (East European and Soviet Studies Concentration) See East European and Soviet Studies

Introductory Courses

POLITICAL SCIENCE 202 — AMERICAN POLITICAL BEHAVIOR AND INSTITUTIONS Introduction to the study of American politics. Course is divided into several segments in which selected questions of American politics will be examined in depth, with special emphasis on how the political scientist approaches the study of American political behavior (Open to freshmen and sophomores only) Staff. 3

POLITICAL SCIENCE 202U — AMERICAN POLITICAL BEHAVIOR AND INSTITUTIONS This section of 202 will focus primarily on urban political institutions and patterns of political behavior in the city. The idea of a metropolitan political system will be developed at length, with the purpose of demonstrating important connections between federal, state, and local governments, between government in the city and levels of support from significant urban publics, between public policy decisions in the urban area and policy "outcomes." Major problems confronting city politics — crime, racial discrimination and tension, poverty, community involvement in education, the "crisis" of legitimacy — will be discussed and related to the general framework described above (Open to freshmen and sophomores only) Buell. 3

POLITICAL SCIENCE 209 — INTRODUCTION TO THEORY IN POLITICAL SCIENCE. The basic objective of this course is to introduce majors in Political Science to the important theoretical approaches of the discipline, with primary emphasis on the behavioral and empirical approaches to political theory. As such, this course is designed as a survey course, intended to provide majors with a sufficient understanding of the current state of theory in political science, as well as to provide majors with a common theoretical and conceptual foundation that would be applicable to all sub-areas of political science. The attempt will be made to enable students to understand the meaning and basic assumptions of a variety of different theoretical approaches to political science, as a way of introducing students to the study of politics from a scientific perspective. **Steinberg. 4**

POLITICAL SCIENCE 212 — INTRODUCTION TO THE METHODS OF POLITICAL SCIENCE. Designed to introduce the methods, approaches, and central questions of political analysis. After an introductory segment given over to general topics, a specific problem area will be selected in order to involve students in analysis of political behavior. (Open only to freshmen and sophomores) **Buell. 4**

POLITICAL SCIENCE 221 — COMPARATIVE POLITICS. A conceptual introduction to the comparative study of politics. The course will present basic social science concepts as tools to analyze politics and political change in modern industrial societies. The course will include a data analysis project utilizing Denison's computer. **Bishop. 4**

POLITICAL SCIENCE 242 — INTRODUCTION TO INTERNATIONAL POLITICS. This course introduces basic concepts and methods of analysis of the international political environment and international interaction. It takes up such concepts as power, national objectives, instruments of policy, and the international political system. This course is recommended for advanced study in the areas of international relations and foreign policy. Open only to freshmen and sophomores. **Busch. 4**

POLITICAL SCIENCE 252 — INTRODUCTION TO NORMATIVE POLITICAL THEORY. This course is designed to introduce students to normative political theory, by teaching students how to do normative political theory, rather than by studying the ideas of different political theorists. Emphasis will be placed on an understanding of important moral and political concepts, and on the problems involved in providing a moral justification of political conduct in terms of diverse sets of value perspectives. The objective of the course is to introduce students to normative political argument, and as such, to create an understanding of precisely what is involved in reasoning and arguing about politics from a normative philosophical foundation. **Steinberg. 4**

POLITICAL SCIENCE 262 — INTRODUCTION TO LEGAL AND JUDICIAL STUDIES. A basic introduction to the role of law in politics. Subjects to be covered include common and statutory legal systems, the structures and procedures of courts, methods of case and statutory analysis, the adversary system, judicial review, and the interplay between judicial, legislative and administrative branches. **Clark. 4**

Upper-Division Courses

POLITICAL SCIENCE 304a — THE DEVELOPMENT OF POLITICAL THOUGHT (ANCIENT AND MEDIEVAL). Basic political ideas from Plato to Machiavelli will be considered. The course will emphasize both the understanding of particular thinkers and the relationship of ideas to contemporary problems and issues. **Steinberg. 4**

POLITICAL SCIENCE 304b — THE DEVELOPMENT OF MODERN POLITICAL THOUGHT — FROM MACHIAVELLI TO MILL. An examination of the development of normative political thought and speculation, beginning with Machiavelli and ending with Mill. Emphasis will be placed on the critical importance of the thought of Hobbes, Locke, and Rousseau. Steinberg. 4

POLITICAL SCIENCE 304c — CONTEMPORARY POLITICAL THOUGHT — MARX TO THE PRESENT. The basic purpose of this course is to examine the impact of Marx and Freud on the development of contemporary political thought. While not a prerequisite, the student is strongly encouraged to have had Political Science 304b before taking this course. Steinberg. 4

POLITICAL SCIENCE 306 — ISSUES OF POLITICAL THOUGHT. Analytical and critical examination of theories of politics and the purposes of government, the problems of political obligation deriving from these, with special attention to the meaning of important political concepts and the moral justification of a variety of different kinds of political action. Steinberg. 4

POLITICAL SCIENCE 308 — POLITICS OF DEVELOPING NATIONS. Taught jointly with Economics 316. It is an interdepartmental and interdisciplinary investigation of social-political-economic change and development. Emphasized will be the cultural, political, and economic barriers to modernization. In addition to historical examples, contemporary cases of development will be considered. The course will be particularly concerned with the dynamics of the transition from traditional to modern worlds (Offered in alternate years). Bishop. 4

POLITICAL SCIENCE 314 — THE NATIONAL POLITICAL PROCESS. A study of the American national political process through an examination of policy-making. How issues are placed on the agenda of government, how they are processed, and how they are applied. Special emphasis will be placed on modes of decision-making and congressional-executive relations. Spring Semester. G. Clayton. 4

POLITICAL SCIENCE 319 — THE LEGISLATIVE PROCESS. An analysis of legislative behavior and process with emphasis on the U.S. Congress. Some topics to be considered include the development of the legislative institution, the role of Congress in national policy-making, the committee system, leadership, and voting. State legislatures will be discussed and reference will be made to legislatures in other systems. Fall semester. G. Clayton. 4

POLITICAL SCIENCE 320 — THE EXECUTIVE PROCESS. A study of recruitment and behavior of political chief executives. While primary attention will be paid to the development of the modern presidency in the United States, governors of American states and foreign chief executives will also be discussed. The executive branch as a whole will be surveyed in order to understand the power relationships within it and between executive and other branches of the federal government. Fall semester. G. Clayton. 4

POLITICAL SCIENCE 321 — STATE GOVERNMENT AND POLITICS. This course will deal with politics and government in the American states. Particular attention will be paid to legislatures, governors, parties, and interest groups. The position of the states in the federal system will also be investigated. Spring semester. D. Clayton. 4

POLITICAL SCIENCE 322 — THE POLITICS OF THE SOVIET UNION AND EASTERN EUROPE. Designed to introduce the politics of the Soviet Union and eight East European states. Considered will be physical environment, language of Soviet politics (Marxism-Leninism), as well as some brief attention to Russian history and the history of working class movements. The Soviet Union will be considered in some detail as a political model. The Eastern European states of Albania, Bulgaria, Czechoslovakia, East Germany, Hungary, Poland, Romania, and Yugoslavia will subsequently be analyzed in terms of the transference of the Soviet model. In the course two themes will be emphasized — the developmental-modernization aspects of politics in the Soviet Union and Eastern Europe and the organizational-bureaucratic aspects. Bishop. 4

POLITICAL SCIENCE 331 — AMERICAN POLITICAL PARTIES AND ELECTORAL BEHAVIOR. This course focuses entirely on the political parties of the United States. Considered are the role of political parties in government, the structure of party organization, and the involvement of segments of the electorate as party supporters. Historical "party systems" will be identified and discussed with the purpose of uncovering the dynamics by which party fortunes change and stabilize. Particular emphasis will be placed on the concepts of party "realignment" and "critical" elections in an attempt to discover what is currently taking place in the United States. Much of the course will be devoted to explanations of why voters act as they do in elections, and considerable attention will be given to the assumptions involved in modern campaigning. Claims made for the new technology of political campaigning will be critically examined. Since the course will take place during the 1974 national and state elections, hopefully one or more options to become directly involved in a campaign will be provided. Although no prerequisite exists for this course, previous coursework in Political Science would be helpful.

POLITICAL SCIENCE 333 — URBAN POLITICS. Political Science 333 (a), (b), and (c) each constitute separate courses dealing with specific policy problems confronting urban America. In the past these problems have been urban poverty, crime and justice in the city, and community power structure theory. Each course is for four hours credit. Consult the Department for the specific topic and letter of Political Science 333 to be offered in the fall. Students may enroll for multiple offerings.

Buell. 4

POLITICAL SCIENCE 339 — COMPARATIVE FOREIGN POLICY: THE SOVIET UNION AND THE U.S. This course will be a comparative analysis of the sources, institutions, and conduct of foreign policy in the contemporary international arena. Emphasis will fall upon the ways in which the major international powers define their foreign policy goals and attempt to research them.

Bishop. 4

POLITICAL SCIENCE 341 — INTERNATIONAL POLITICAL SYSTEMS AND PROCESSES. Designed to examine the various modes of analyzing the international political systems and the major political processes supporting it. Among the topics of concern will be the past, present, and prospective patterns of international action and the relevance to each of such factors as domestic and international violence and threats of violence, bargaining, technology, and the various forms of transnational competition and cooperation.

Busch. 4

POLITICAL SCIENCE 346 — INTERNATIONAL LEGAL PROCESSES AND ORGANIZATION. This course consists of two basic portions. The first section comprising about five weeks, involves the analysis of the concept of international organization. Such topics as the process of economic integration, regionalism, and the functionalism of international organization vis-a-vis the international political system will be covered. The U.N. will also be examined, but from the perspective of system analysis and not just structure. The second portion includes a social scientific approach to the body of international law. Overall, our perspective will begin with studying the role of international law in the international system, and then move into a case study of the body of international law.

Clark. 4

POLITICAL SCIENCE 347 — JUDICIAL PROCESS. The process of judicial decision-making in state and federal courts. The course focuses upon such topics as judicial organization and staffing, the sources and instruments of judicial power, access to courts, legal reasoning, the decisional process, and the impact of judicial decisions. A major research paper is required for this seminar. (Offered in alternate years)

Clark. 4

POLITICAL SCIENCE 350 – LAW AND POLITICS. Political Science 350 (a), (b), and (c) deal with different and significant aspects of political jurisprudence. Topics will be drawn from constitutional law, civil liberties, administrative regulation, and other aspects of public law and judicial studies. Students may enroll for multiple offerings. In the spring, Political Science 350 (a) will deal with Criminal Justice. In the fall, Political Science 350 (b) will focus on the Warren Court.

Clark. 4

POLITICAL SCIENCE 354 – LAW AND SOCIETY. An interdisciplinary seminar focusing upon the role of law in society. The reading material is drawn about equally from the disciplines of anthropology, sociology, and political science. While no special prerequisites are specified, the student should have taken some previous courses in the social sciences.

Clark. 4

POLITICAL SCIENCE 355 – INTRODUCTION TO JURISPRUDENCE: AN INQUIRY INTO THE NATURE OF LAW AND JUSTICE. The evolution of legal philosophy from the ancients to the present covering such topics as natural law, the pure theory of law, sociological jurisprudence, legal realism, and contemporary legal theories.

Clark. 4

POLITICAL SCIENCE 357 – SOVIET FOREIGN AND MILITARY POLICY. The subject of the course is the behavior of the Soviet Union in world politics. The period from World War II to the present will be emphasized. Analysis of Soviet relations with those parts of the world which have been an object of particular Soviet interest (the United States, Germany and Europe, China and East Asia, and the Middle East) will comprise a large part of the course. The course goal is to develop skills for intelligently explaining and forecasting Soviet behavior in the world.

Bishop. 4

POLITICAL SCIENCE 359 – THE CONDUCT OF AMERICAN FOREIGN AFFAIRS. A descriptive analysis of the major actors and their roles in the development and determination of American foreign and military policy. It seeks to investigate and explore the underlying assumptions and rationale of America's view of the world, and consequent goal formations.

Busch. 4

POLITICAL SCIENCE 360 – PROBLEMS IN AMERICAN FOREIGN AND MILITARY POLICY. An examination of persistent problems facing the United States in its search for national security and international stability in the age of limited wars and nuclear weapons. The primary focus is the cold war politics of defense and deterrence. Prerequisite: 344 or junior standing.

Busch. 4

Other

POLITICAL SCIENCE 361-362 – DIRECTED STUDY. Directed studies are undertaken at the initiative of the student and may involve any topic acceptable to the student and an instructor.

Staff. 3

POLITICAL SCIENCE 402 – SEMINAR. Open to junior and seniors from all departments with the consent of the instructor. Preference will be given to Political Science majors.

Staff. 3 or 4

POLITICAL SCIENCE 451-452 – SENIOR RESEARCH.

Staff. 4

POLITICAL SCIENCE 461-462 – INDIVIDUAL WORK FOR HONORS.

Staff. 4

Psychology

Major in Psychology

A major in psychology requires a minimum of 30 semester-hours credit in psychology. Students are required to take Psychology 101 and may select a desirable pattern of courses according to the following guidelines.

A minimum of eight semester-hours is required from Group A. A maximum of 10 semester-hours of Group A course may be counted toward the 30 hour minimum major requirement. Additionally, at least four of the minimum eight semester-hours must be composed of a lecture-laboratory combination.

A minimum of six semester-hours from Group B courses is required. A maximum of 10 semester-hours is allowable toward the 30 hour minimum major requirement.

A minimum of three semester-hours is required from Group C with a maximum of four semester-hours being allowable toward the 30 hour minimum major. No more than four semester-hours of seminar credit (Psychology 402) may be counted toward the 30 hour minimum major.

Group A — 315a, 315b, 316a, 316b, 317a, 317b, 318a, 318b, 319a, and 319b

Group B — 217, 226, 338, and 411

Group C — 415, and 441

The student then should select electives from regular offerings in Psychology. Ordinarily, Directed Study, Minor Problems, or Honors courses will not be counted toward the minimum hours requirement.

Psychology majors are also required to take the Undergraduate Record Examination in Psychology during the spring of their junior year. During the senior year they are required to take (and pass with a score of 500 or the national mean, whichever is lower) the Graduate Record Examination in Psychology. Students who wish to be considered for departmental honors must take Senior Research (Psychology 451 and 452) and participate in the Senior Research Seminar.

The student should note that the flexibility of these requirements places maximal responsibility upon him or her to select a course of study which best fulfills his or her future goals. For example, Statistics and Experimental Design is helpful for many upper division courses. Students contemplating graduate school should be aware of the fact that many graduate schools require a course in Statistics. Most graduate schools also place emphasis upon course work in the natural sciences. Students contemplating graduate work in Psychology should also consider obtaining a reading knowledge of at least one foreign language (French, German, or Russian). Clearly, the success of the student in planning an appropriate plan of study depends upon his or her own goals and his or her own initiative. Students are encouraged to work closely with their adviser as soon as possible in planning an appropriate program.

Some students will be interested in Personnel Administration to obtain an understanding of personnel policies and practices applicable in business and industry and in the field of education. For such a concentration, students will take the required courses listed above and will be advised regarding the appropriate electives in Psychology and courses in some of the following areas: Economics, Education, Political Science, Sociology, and Speech.

Major in Psychology (Environmental Studies Concentration)

See Environmental Studies

Psychology 101 is prerequisite to all other courses in this department.

PSYCHOLOGY 101 — GENERAL PSYCHOLOGY. A survey of topics in Psychology with emphasis on the scientific study of human and animal behavior. The course includes the topics of motivation, learning, sensation and perception, personality, individual differences, and abnormal behavior. Lecture, laboratory, demonstration, and outside reading are integrated to study behavior ranging from conditioned reflexes to creative and social behavior. As part of the course experience, students are required to participate as subjects in experiments conducted by the staff and advanced students or to complete an equivalent assignment. (Offered each semester.) Staff. 3

PSYCHOLOGY 217 — CHILD AND ADOLESCENT DEVELOPMENT. Psychological development especially during the school years. (Same as Education 217. Offered each semester.)

Morris, Auge, Knipe, Thorson. 3

PSYCHOLOGY 226 — THEORIES OF PERSONALITY. Covers major theories of personality with intensive study of at least one theory. In Mr. Knipe's section, class meetings are concerned with a **social learning** approach to personality and behavior, with other theories and approaches being presented through outside reading. In Mr. Tritt's section, readings in the **phenomenological and existential** theories of personality and behavior are emphasized while class meetings are an opportunity for encounter group discussion. Tritt, Knipe. 3

PSYCHOLOGY 313 — STATISTICS AND EXPERIMENTAL DESIGN. An introduction to techniques of measurement. Special emphasis is placed on probability and sampling theory, tests of significance, analysis of variance, and principles of statistical control in experimentation. Parchem, Snyder. 4

PSYCHOLOGY 314 — PSYCHOLOGY TESTS AND MEASUREMENTS. Application of individual and group test. 2

PSYCHOLOGY 315a — LEARNING AND MOTIVATION: LECTURE. Experimental approach to problems of human and animal learning and motivation. Morris, Auge. 2

PSYCHOLOGY 315b — LEARNING AND MOTIVATION: LABORATORY. Offers the student actual research experience in a variety of experimental situations. Must be taken concurrently with 315a or by consent. Morris, Auge. 2

PSYCHOLOGY 316a — COGNITIVE PSYCHOLOGY: LECTURE. How people process information. The course will focus on theoretical concepts and major variables relevant to human learning, memory, and utilization of symbolic processes. Among topics to be covered are memory systems, attention, basic language processes, and developmental aspects of learning and memory. Thios. 2

PSYCHOLOGY 316b — COGNITIVE PSYCHOLOGY: LABORATORY. Provides the student with research experience on problems of current interest in Human Learning and Thought. Must be taken concurrently with 316a or by consent
Thios. 2

PSYCHOLOGY 317a — SENSATION AND PERCEPTION: LECTURE. Covers current theory and research in sensation and perception
Thorson. 2

PSYCHOLOGY 317b — SENSATION AND PERCEPTION: LABORATORY. Application of research techniques to problems in sensation and perception. Must be taken concurrently with 317a, or by consent
Thorson. 2

PSYCHOLOGY 318a — COMPARATIVE PSYCHOLOGY. A survey and analysis of theory and research pertaining to species specific or characteristic forms of psychological function (behavior) stressing the comparative method of analysis.
Kimbrell. 2

PSYCHOLOGY 318b — COMPARATIVE PSYCHOLOGY: LABORATORY. Illustration of the comparative method through study of closely related species and application of modern experimental techniques in the analysis of species characteristic forms of behavior. Must be taken concurrently with 318a.
Kimbrell. 2

PSYCHOLOGY 319a — PHYSIOLOGICAL PSYCHOLOGY: LECTURE. Covers current theory and research in physiological psychology with special emphasis on the physiological bases of motivation, learning, and sensation.
Kimbrell, Morris, Snyder. 2

PSYCHOLOGY 319b — PHYSIOLOGICAL PSYCHOLOGY: LABORATORY. Covers research techniques in physiological psychology through practical application to experimental problems. Must be taken concurrently with 319a, or by consent.
Kimbrell, Morris, Snyder. 2

PSYCHOLOGY 320 — ADVANCED CHILD PSYCHOLOGY.
Staff. 3

PSYCHOLOGY 338 — SOCIAL PSYCHOLOGY. Individual behavior as it is influenced by cultural forces.
Parchem, Thorson. 3

PSYCHOLOGY 345-346 — MINOR PROBLEMS. Independent work on selected topics under the guidance of staff members. Consent of instructor and department chairman.
Staff. 2-3

PSYCHOLOGY 361-362 — DIRECTED STUDY.
Staff. 3

PSYCHOLOGY 401 — SENIOR COLLOQUIUM. Current topics in Psychology. Recommended for senior majors.
Staff. 2

PSYCHOLOGY 402 — SEMINARS. Seminars in special areas within Psychology. Content will vary with staff and student interest. Designed for both majors and non-majors.
Staff. 2

PSYCHOLOGY 411 — ABNORMAL PSYCHOLOGY. Psychopathology, its development, course, and treatment with emphasis upon prevention and cure.
Wolf. 4

PSYCHOLOGY 415 — HISTORY AND SYSTEMS OF PSYCHOLOGY. A survey and analysis of major historical developments and contemporary theories in Psychology.
Parchem. 4

PSYCHOLOGY 417 — INDUSTRIAL PSYCHOLOGY. Psychological principles and methods as they contribute to the solution of industrial problems.
3

PSYCHOLOGY 441 — ADVANCED GENERAL PSYCHOLOGY. Designed to integrate the student's knowledge of Psychology **Wolf. 3**

PSYCHOLOGY 445-446 — MINOR PROBLEMS. Independent work on selected topics under the guidance of staff members. Consent of instructor and department chairman. **Staff. 2-3**

PSYCHOLOGY 451-452 — SENIOR RESEARCH **Staff. 4**

PSYCHOLOGY 461-462 — INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Religion

The Department of Religion perceives religion to be an important part of humanistic studies in a liberal arts education. The study of religion is one way to establish a focus for the achievement of a view of reality, and more specifically a way to achieve a view of the meaning of human existence: man as an individual and a social being in relation to ultimate reality.

The goals of the Department are to familiarize the student with the nature of religion, to give him or her an understanding of both Western and non-Western religious traditions, to help the student develop critical and analytical skills for examining the various religious systems offered in a pluralistic society, and to examine his or her own religious perceptions.

The major in religion seeks to give the student a focus which will enable him or her to integrate the study of a variety of fields into a cohesive world-view. The courses for the achievement of these objectives will be chosen in consultation with the Department Chairman.

Eight courses are required for the major, of which not more than one may be at the 100 level, plus the one-hour senior seminar.

RELIGION 101 — INTRODUCTION TO THEOLOGY. Theology is something you do, it is the process of formulating religious experiences in intellectual terms. Intrinsic *credibility* is its aim. But all ideas and beliefs have consequences. At this point theology becomes the art of applying basic insights to issue of *conscience*. In the first context, several theologians will be considered to determine the viability of their statements in our contemporary setting. In the second context, the course will deal with such issues as liberation movements, civil disobedience, violence, sex ethics and genetic surgery. The method of instruction will be class discussion with an emphasis upon written analysis of the issues.

Scott, Woodyard. 4

RELIGION 103 — WORLD RELIGIONS: MAN'S LIVING RELIGIONS.

An introductory study of major systems of religion practiced today. The course examines primitive religions, the major Western religions (Judaism, Christianity and Islam), and the major Eastern religions (Hinduism, Buddhism and Chinese religions); each religious system is explored in terms of its development, its contemporary teaching and practice, and its relation to culture.

Martin. 4

RELIGION 210 — THE NATURE OF RELIGION. The course will have as its subject matter the phenomenology of religion: the study of the common structural elements of all religions. The various manifestations of the Sacred, seen in all religions as the transcendent ground of reality and truth, is considered both as a way of understanding the various religions and as having a bearing upon man's understanding of himself.

Eisenbeis. 4

RELIGION 211 — INTRODUCTION TO THE OLD TESTAMENT. This course introduces into the major areas of Old Testament studies: the history of Israel and early Judaism; the literature (authorship and authenticity of text, origin and development of genres); religious phenomena and the main themes of Old Testament literature (theology). All the materials will be studied from the viewpoint of biblical scholarship. Instruction will be by means of the dialogical method.

Eisenbeis. 4

RELIGION 212 — INTRODUCTION TO THE NEW TESTAMENT AND THE APOSTOLIC AGE.

This course introduces into the main areas of New Testament studies: the history, culture, and religious background of the New Testament community; the New Testament literature (authorship and authenticity of text, origin and development of genres); religious phenomena and main themes of New Testament literature (theology); the history of the development of thought during the early centuries of the church, leading to the council of Nicaea. All materials will be studied from the viewpoint of biblical scholarship. Instruction will be by means of the dialogical method.

Eisenbeis. 4

RELIGION 213 — HISTORY OF CHRISTIAN THOUGHT. A survey of the development of Christian teachings from the early Middle Ages to the 19th Century. The origin and development of the principal doctrines of the church, the changing concepts of the church, and its approach to human problems are studied.

Martin. 4

RELIGION 214 — THE NATURE OF MAN. The course is an inquiry into the nature of man in contemporary theologians. The intent is to see theology at work upon current problems which raise issues for our understanding of what it means to be human. Problems like abortion and tyrannicide will provide the matrix for theological reflection upon man. The form of instruction will be class discussion with an emphasis upon written analysis.

Woodyard. 4

RELIGION 224 — CHRISTIAN ETHICS. An inquiry into the life-styles based on biblical presuppositions and theological convictions. The course deals with both theory and practice. Issues in theory include: the nature of Agape, the dialogic character of human existence and whether Christian ethics is a form of situational ethics. Practical applications vary but usually include the control of birth and death, exploitation of nature and the ethics of liberation movements.

Scott. 4

RELIGION 303 — CONTEMPORARY RELIGIOUS THOUGHT. Three ways of doing theology, a comparative study of three current theological models: Existential Theology, Political Theology and Process Theology. These belief systems are examined by reference to their methodology, doctrine of God, the nature of man, concept of the Person of Christ and interpretation of the religious community.

Scott. 4

RELIGION 304 — EXISTENTIALIST THEOLOGY. A study in depth of a major contemporary theologian. The writer's major works will be read and analyzed.

Scott. 4

RELIGION 308 – NEW TESTAMENT STUDIES. Study in depth of specific problems in New Testament research. Due to the nature of the course, its contents vary from semester to semester. Concentration will always be on one topic. Examples are: one gospel or one epistle, the historical views of the Christ of faith, the kerygma, revelation and the Christ event, the theology of Rudolf Bultmann, key concepts of New Testament theology, problems of New Testament literature, etc. All materials will be studied from the viewpoint of biblical scholarship. Instruction will be by means of the dialogical method.

Eisenbeis. 4

RELIGION 309 – OLD TESTAMENT STUDIES. Study in depth of specific problems in Old Testament research. Due to the nature of the course, the contents vary from semester to semester. Concentration will always be on one topic. Examples are: one Old Testament writing (for instance, Genesis, Isaiah, Psalms, Job), key concept of Old Testament theology, the theology of Martin Buber or of Abraham Heschel, problems of Old Testament literature, Hebrew poetry, the Israelite prophets, Israelite culture and its relation to the ancient Near East, biblical archaeology. All materials will be studied from the viewpoint of biblical scholarship. Instruction will be by means of the dialogical method.

Eisenbeis. 4

RELIGION 311 – KIERKEGAARD SEMINAR. Selected writings from Søren Kierkegaard's aesthetic, ethical, and religious works are read and discussed, and special projects related to Kierkegaard's thought are undertaken by individual students.

Martin. 4

RELIGION 312 – BLACK RELIGION AND BLACK THEOLOGY. An introductory course in the study of Black religion and Black theology. It is an interdisciplinary examination of the various aspects and expressions of Black religion, including religious sects, the Black Muslims, mutual aid societies, etc., for the purpose of extracting and validating the data and norm of Black theology. The sociological and theological issues surrounding the construction and analysis of the norm for Black theology will be critically discussed.

Jackson. 4

RELIGION 320 – HINDUISM. A study of modern Hindu belief and practice as related to traditional sources. The development of Hinduism from the Vedic Period to the present day is studied by reading and discussion of selected translations of the Vedas, the Upanishads, the Epics and representative modern interpreters of Hindu cults and movements.

Martin. 4

RELIGION 321 – BUDDHISM. A study of modern Buddhism in relation to traditional Buddhist sources. Selected texts of early Buddhism are used as a basis for understanding in the Theravada Buddhism of Southeast Asia. Approximately half of the semester is given to Buddhist Mahayana sects in China, Japan, and Tibet. Representative contemporary interpreters of Buddhism are read and discussed.

Martin. 4

RELIGION 324 – RELIGION AND PSYCHOLOGY. An exploration of the religious phenomenon from the perspective of psychology. In reading works by C. G. Jung, Sigmund Freud, Erich Fromm, and others, attention will be given to their operative understanding of religion and the appropriateness of their methodology to the subject matter. Analyses will be made of psychological and theological statements on a common religious theme. Some attention will be given to efforts at correlating the two disciplines.

Woodyard. 4

RELIGION 336 – COMPARATIVE RELIGIOUS MYTHOLOGY. The course will investigate the nature of religious myth and its place in man's religious experience in a variety of traditions. Primitive, Western, and Oriental mythologies will be included in the study.

Martin. 4

RELIGION 340 – SEMINAR: EVANGELICAL THEOLOGY. An examination of contemporary, conservative Christian thought, its specific doctrines, hermeneutical principles and forms of expression in the modern world. The works of a major conservative theologian such as Berkhof, Carnell, or G.C. Berkouwer will be read and discussed.

Scott. 4

(1975-76 Seminar: Heidegger on Being and Time. Eisenbeis. 4)

RELIGION 350 — SENIOR SEMINAR.	Staff. 1
RELIGION 361-362 — DIRECTED STUDY.	3
RELIGION 451-452 — DIRECTED RESEARCH.	Staff. 4
RELIGION 461-462 — INDIVIDUAL WORK FOR HONORS.	4

Sociology and Anthropology

Major in Sociology

The major in the Sociology and Anthropology Department is designed to meet the educational needs of three kinds of students: (1) Those whose interests are primarily in a liberal education and who wish to use the discipline to understand social institutions and social change as well as insight into cross-cultural patterns; (2) Those who wish to use sociology as a background for certain occupations such as the law, the ministry, social work, government service or business; and (3) Those who expect to pursue graduate study in sociology-anthropology, leading to a teaching, administrative, or research career. Off campus experiences through the GLCA Philadelphia Urban Semester and the Merrill-Palmer Institute Program in Detroit, which focus on contemporary urban problems, are available to the student. In addition, a student in consultation with the department and the off-campus study committee, may design his or her own off-campus program.

A major in Sociology must earn a minimum of 28 semester-hours of credit in Sociology, including Sociology 207, 301, 416, and 420, and one course each in the areas of social problems, social institutions, and advanced general Sociology. No more than 6 hours of Anthropology (314, 319, 320, 321, 322 and 330) may be counted toward the minimum major requirement of 28 hours in Sociology.

Major in Sociology: Concentrations in Anthropology or Urban Studies

Special concentrations in Anthropology and Urban Studies are offered by the department. For their specific requirements, consult with the Chairman.

Major in Sociology (Environmental Studies Concentration)

See Environmental Studies

SOCIOLOGY 207 — FOUNDATIONS OF SOCIAL LIFE. An introduction to the science of group relationships, with emphasis on the topics of culture, society, personality, role, social class, ecology, community organizations, social institutions, social control, and deviance. Offered both semesters.

Staff. 4

SOCIOLOGY 208 — HUMAN ECOLOGY. Population distribution, composition and growth, and its bearing on current economic, political, and social problems.

Staff. 3

SOCIOLOGY 209 — SOCIAL PROBLEMS AND SOCIAL POLICY. A critical analysis of selected current social problems, such as mental health, automation, and civil rights, within the framework of certain sociological approaches such as conflict of values. Not open to those with 10 or more hours of Sociology. Prerequisite: 207 or consent of instructor. Offered first semester.

Mitchell. 3

SOCIOLOGY 213 — EDUCATION FOR MARRIAGE AND FAMILY LIFE.

An analysis of marriage and the family within the framework of sociological theory, together with a discussion of such practical topics as courtship, parenthood, family finances, in-law relationships, aging, and the family in the larger community. Offered both semesters.

Cole. 3

SOCIOLOGY 301 — SOCIAL RESEARCH METHODS.

Experience in the design and implementation of social research, current techniques of collecting, analyzing, interpreting, and reporting data. **Required of Sociology majors.** Prerequisites: 207 or 330 and Mathematics 102 or Psychology 313. Offered second semester.

Thorpe. 4

SOCIOLOGY 302 — GENERAL SOCIOLOGY. The sociological perspective applied to the issues of modern society. This course assumes a familiarity with the scientific method. Not recommended for potential majors. Restricted to juniors and seniors (See 207).

Staff. 4

SOCIOLOGY 307 — URBAN SOCIOLOGY. The social structure of the metropolis including its class structure, behavioral patterns, and cultural framework are explored. An institutional and crosscultural approach will be utilized whenever possible. Prerequisite: 207, 330, or I.D. 211.

Staff. 4

SOCIOLOGY 308 — INTRODUCTION TO SOCIAL WORK. A survey course including a history of social welfare, an analysis of public welfare administration, private agencies, and a descriptive comparison of the methods of social work, casework, group work, and community organization. Prerequisite: 207, or 330. Offered first semester.

Ransopher. 3

SOCIOLOGY 309 — SOCIAL CASEWORK. An introduction to the principles of social casework. Lectures and discussions regarding the development of social casework, relationship theory, the **case study** method, interviewing methods, and the study and use of social process. Case materials and field trips will be used. Prerequisite: 308 or consent of instructor. Offered second semester.

Ransopher. 3

SOCIOLOGY 311 — CRIMINOLOGY. A study of the phenomenon of crime in American society as to amount, the varying rates in terms of area of residence, age, social class, and occupational group, and the causes and the treatment of criminal behavior. Prerequisite: 207, or 330. Offered first semester.

Mitchell. 4

SOCIOLOGY 312 — MINORITY GROUPS. Anthropological, social psychological, and sociological interpretations of racial and ethnic prejudice and discrimination. Prerequisite: 207, or 330. Offered both semesters.

Mitchell. 4

SOCIOLOGY 313 — THE FAMILY. The structural-functional analysis of the family as an institution, its interrelationships with other social institutions, changing economic and social functions of the family as seen in historical and cultural perspective. Prerequisite: 207, or 330. Offered both semesters.

Cole. 3

SOCIOLOGY 314 — AMERICAN INDIANS. This course explores the history and development of the American Indians from prehistoric times to the present, concentrating primarily on the Indians of North America. This survey course will cover many aspects of Indian culture. Prerequisite: 207, or 330. Offered second semester.

Valdes. 3

SOCIOLOGY 315 — SOCIAL ORGANIZATION. A comparative analysis of the major institutional components of societies and an exploration of the social processes whereby these institutions are maintained, coordinated, and changed. Prerequisite: 207, or 330. Offered alternate years.

Rice. 4

SOCIOLOGY 317 — THE SOCIOLOGY OF RELIGION. A study of the structure and function of religious behavior and the relationship of religion with other institutional areas in a society. Offered alternate years.

Staff. 4

SOCIOLOGY 318 — SOCIOLOGY OF EDUCATION. A study of educational institutions, their social functions, and their inter-relationships with other social institutions. Offered alternate years.

Staff. 3

SOCIOLOGY 319 — SOUTH AMERICAN INDIANS. Ethnography of Indians south of the Rio Grande with special emphasis on culture contact and culture change. No prerequisites. Offered first semester.

Goodman. 3

SOCIOLOGY 320 — WORLD ETHNOGRAPHY. Review of the culture areas of the world outside the western hemisphere on the basis of representative ethnographic studies. No prerequisites. Offered second semester.

Goodman. 3

SOCIOLOGY 321 — CULTURE CHANGE. Theory of innovation, diffusion, and change; consequences for native societies of contact with Euro-American Culture. (Offered first semester.) Prerequisite: 207, or 330.

Goodman. 3

SOCIOLOGY 322 — PEASANT CULTURE. Rural vs. urban and tribal societies: social organization, personality structure, life view, adaptations to random and directed change. Prerequisite: 207, or 330. (Offered second semester.)

Goodman. 3

SOCIOLOGY 330 — GENERAL ANTHROPOLOGY. A descriptive, comparative, and generalizing study of man and his culture. No prerequisite. Offered both semesters.

Valdes, Staff. 4

SOCIOLOGY 340 — COLLECTIVE BEHAVIOR. This course explores the social processes which give rise to crowds, cults, publics, and social movements. Collective behavior is viewed as a primary means of social change and an attempt is made to understand the conditions which precede, accompany, and follow collective action. Prerequisite: 207, 330, or consent. Offered first semester.

Cole. 3

SOCIOLOGY 345-346 — SPECIAL PROBLEMS. Special offerings will be made from time to time in topics not covered in regular courses. (Examples: Sociology of Science, Military Sociology, Medical Sociology, Alienation, Mass Society, Social Stratification, Sociolinguistics.) Prerequisites: Sociology 207, or 330 and consent.

Staff. 3

SOCIOLOGY 361-362 — DIRECTED STUDY. Credit earned will be determined by departmental evaluation.

Staff.

SOCIOLOGY 405 — SOCIOLOGY OF THE PRESCHOOL CHILD. Introduction to principles and theories underlying education for the preschool child and to techniques of observing young children and working with them as individuals and in groups. Two hours each week will be spent in the Granville Nursery School. Offered second semester.

Watson. 3

SOCIOLOGY 415 — HUMAN RELATIONS IN INDUSTRY. A study of the organization and characteristics of modern industrial societies, of the effects of technology on industrial environments, and of the behavior of formal and informal groups in industry. The methodology of social research for analyzing and resolving group tensions in industry. Prerequisite: 207, or 330. Offered second semester.

Mitchell. 3

SOCIOLOGY 416 — SOCIOLOGICAL THEORY. Analyses of central theoretical questions of Sociology, drawing upon the theories of major sociologists from Comte to the present. Open only to majors or by consent of instructor. Offered first semester.

Rice. 3

SOCIOLOGY 420 — SEMINAR. Advanced study of special problems suggested by courses already taken. Open only to majors. Offered first semester. **Valdes. 3**

SOCIOLOGY 451-452 — SENIOR RESEARCH. **Staff. 4**

SOCIOLOGY 481-482 — INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Speech Communication

Major in Speech Communication

A student majoring in Speech Communication must elect a minimum of 29 semester-hours of credit in the department. A student who chooses a *general speech communication* emphasis must take either Speech Communication 221 or 222, 304, 311 or 312, and 409. A student who concentrates in *speech science* must take Speech Communication 329, 330, 331, and 409. A student who elects a *communications* concentration must take Speech Communication 223, 225, 304, 327, and 409. Students who are interested in secondary school teaching must elect Education 339.

Attention is called to the value of training in speech communication for students aiming toward careers in law, government, business, administration, broadcasting, teaching, the ministry, industrial communication, public relations, advertising, sales, personnel, and mass communication.

SPEECH COMMUNICATION 101 — PUBLIC SPEAKING. A discussion-recitation approach to the oral communication of ideas. Students deliver informative and persuasive speeches that are individually reviewed. The course is intended to assist students in becoming more effective communicators, regardless of their major. Offered both semesters. **Staff. 2**

SPEECH COMMUNICATION 110 — DIMENSIONS OF SPEECH COMMUNICATION. An overview of the speech communication process, including broadcasting (its impact and responsibilities); dialogue in dyads and groups; use of language; nonverbal communication; theory and practice; political communication; artistic communication; and issues of freedom of speech. Lecture-discussion, guest lecturers, student projects. **Markgraf. 4**

SPEECH COMMUNICATION 113 — READING ALOUD LITERATURE. Emphasis is upon the study of literature from the viewpoint of the oral reader. Principles of critical and aesthetic theory and of voice and delivery prepare the student for the re-creative art of oral interpretation of verse, drama, and prose. **Markgraf. 3**

SPEECH COMMUNICATION 218 — SPEECH COMPOSITION. A study of principles governing the development, organization, and communication of ideas in formal speeches. Students will compose a limited number of speeches seeking to apply principles derived from theoretical materials and from an examination of famous speeches. **Dresser. 3**

SPEECH COMMUNICATION 221 — GROUP DISCUSSION. A study of oral communication in small problem solving groups. Students will seek to synthesize the traditional logical and psychological approaches to the study of group behavior. **Dresser. 3**

SPEECH COMMUNICATION 222 — ARGUMENTATION AND DEBATE: CONTEMPORARY SOCIAL ISSUES. A course in the study of argumentation and of rhetorical techniques essential to the law court and the legislative assembly. Students will explore social problems and advocate solutions within the frameworks of panel discussions, argumentative and rebuttal speeches, direct examination and cross-examination, parliamentary procedure, and debate. **Markgraf. 3**

SPEECH COMMUNICATION 223 — PERSUASION. An introduction to the theory and practice of persuasion and an appraisal of its influences upon modern society. Emphasis is placed upon mass persuasion (advertising, propaganda, etc.) and persuasion in speaker-audience, dyadic and group centered situations. Students will prepare and deliver original persuasive speeches. **Markgraf. 3**

SPEECH COMMUNICATION 225 — RADIO AND TELEVISION IN SOCIETY. The history of radio and television development, a study of the structure of broadcasting, comparative study of broadcasting practices in other countries, the objectives of radio and television as a social force and cultural influence; a study of program types; and the analysis of existing programs aimed toward the development of acceptable standards for broadcasting. **Hall. 3**

SPEECH COMMUNICATION 227 — RADIO PRODUCTION PROCEDURES. Lecture-laboratory course in the production of complex program types; study of production problems, techniques, and procedures. This course covers actual production from initiation to airing. Prerequisites: Consent of instructor **Hall. 3**

SPEECH COMMUNICATION 230 — CONTEMPORARY TELEVISION. Spring vacation trip to major television networks in New York City and observation of station operations, studio arrangements, and the productions of various types of programs from rehearsal through performance. An intensive study of network operational policies and procedures precedes the trip; a written report of the trip is required. Estimated cost of trip, exclusive of tuition, is \$100. Prerequisite: Consent of instructor **Hall. 2**

SPEECH COMMUNICATION 244 — FREEDOM OF SPEECH. A critical analysis of theories and justifications of freedom of expression and of factors which determine the scope and practical exercise of free speech. Political, legal, ethical, and artistic aspects will be examined. **Markgraf. 3**

SPEECH COMMUNICATION 247 — GENERAL SEMANTICS. A study of the impact of the structure of language on the individuals' evaluation of the nonverbal world. Attention is concentrated on specific types of mis-evaluation which result when one assumes that the world possesses certain characteristics implied by the structure of language. **Dresser. 3**

SPEECH COMMUNICATION 250 — PSYCHOLOGY OF SPEECH. A study of the psychological factors involved in interpersonal and group communication with special reference given to the application of these principles to public speaking, radio and television, group discussion, and speech correction. Attention is given to the speech personality and the verbal behavior of the disturbed personality. **Hall. 3**

SPEECH COMMUNICATION 304 — INTERPERSONAL COMMUNICATION. A seminar course investigating factors affecting communication between individuals. Students undertake projects concerned with such aspects of the communication process as the effect of social roles, semantic barriers to understanding, the effects of feedback on communication, and nonverbal communication. **Dresser. 3**

Please add this insert to page 98 of the 1974-75 Course Description Book.

- * objectives, and rhetorical techniques of advocates and agitators are studied by analyzing the premises, arguments, appeals, and persuasive strategies imbedded in speeches, debates, campaigns, and organized reform movements.

Dresser. 4

SPEECH COMMUNICATION 312 — COMMUNICATION THEORY AND CRITICISM. A survey (1) of theories and (2) of standards and methodologies used in understanding and appraising the practice of communication. Classical and humanistic theories and standards are compared with those derived from the technological and empirical sciences, i.e. Platonic, Aristotelian, Burkean, etc. Communication theories are compared with models and standards derived from semantics, cybernetics, S. R. behaviorism, etc.

Dresser. 4

SPEECH COMMUNICATION 327 — SEMINAR IN ADVERTISING COMMUNICATION. A seminar covering the principles of communication used by advertisers. Individual projects will be required of all students in the various communications media such as newspapers, radio, television, etc. Guest lecturers in the field of advertising.

Hall. 3

SPEECH COMMUNICATION 329 — APPLIED PHONETICS. A study of significant speech sounds and the application of phonetic concepts to both normal and aberrant speech for evaluative purposes.

Hall. 3

SPEECH COMMUNICATION 330 — VOICE AND DICTION. A lecture-laboratory course designed to further the student's mastery of English speech.

Hall. 3

SPEECH COMMUNICATION 331 — INTRODUCTION TO SPEECH CORRECTION. The relations of speech to mental hygiene; the study of speech disorders and defects, diagnosis and therapeutic theories.

Hall. 4

SPEECH COMMUNICATION 332 — DIALECTS. A study of foreign dialects for radio, television, and theater, with special emphasis on phonetic changes and intonational patterns.

Hall. 3

SPEECH COMMUNICATION 361-362 — DIRECTED STUDY.

Staff. 3

SPEECH COMMUNICATION 409 — SEMINAR IN SPEECH COMMUNICATION. Readings and reports on special topics.

Markgraf. 3

SPEECH COMMUNICATION 451-452 — SENIOR RESEARCH.

Staff. 4

SPEECH COMMUNICATION 461-462 — INDIVIDUAL WORK FOR HONORS.

Staff. 4

TEACHING OF SPEECH (See EDUCATION 339.)

SPEECH COMMUNICATION 308 — COMMUNICATION, MAN AND SOCIETY. A study of language as instrumental in shaping man's personality and in structuring his culture. Typical topics studied are the relationship of communication to thought, to social perception, to ethical and aesthetic judgments, to mysticism, and to social values
Dresser. 3

SPEECH COMMUNICATION 311 — AGITATORS, ADVOCATES, AND SOCIAL REFORM. An historical approach to current issues and methods of social reform, especially concerning the racial question. The values,



Theatre and Film

The three-hour basic requirement in the Arts may be satisfied by taking 103, 105, 111, 215, 323, 324, or 325.

Major in Theatre and Film

A candidate for the Bachelor of Arts degree in Theatre and Film shall elect 30-40 semester hours of credit. Students whose primary interest is in film should take 219, 301, 312, 324, 325, 326, 410, and one or more directed studies dealing with their particular interests in the field.

The candidate for the Bachelor of Fine Arts degree in Theatre and Film shall elect at least 40 hours in Theatre and Film, 15 hours in related art fields, and 16 hours in General Education.

In the freshman year the Bachelor of Fine Arts candidate should carry the second year of the foreign language carried in high school or French 111-112. Theatre courses should be 111, 113, 215, and 229.

Certain courses in this department require the use of safety glasses. These courses are designated with the words "Safety Glasses Required" at the end of their descriptions. A full statement on the use of safety glasses appears on page two.

THEATRE AND FILM 101 — BEGINNING ACTING. Designed for the non-major and dealing with the fundamentals of actor training from both a practical and theoretical base. Through exercise and improvisation, the student is introduced to the actor's vocabulary and practice. Fulfills Oral Communication requirement.
Staff. 2

THEATRE AND FILM 103 — FORMS OF THEATRE ARTS. Basic study of the form, function, and history of the performing arts — theatre, film, and television.
Brasmer. 3

THEATRE AND FILM 105 — FORMS OF THEATRE ARTS. Follows study plan of 103, but substitutes active participation in theatre production for the writing of critical reports and outside reading.
Brasmer. 3

THEATRE AND FILM 111 — INTRODUCTION TO THE THEATRE. Intensive introduction to the study and practice of the arts and the literature of the theatre. Safety glasses required.
Horn. 4

THEATRE AND FILM 113 — VOICE FOR THE STAGE. An intensive practicum in voice and speech training for the actor. The Lessac system of structural, tonal, and consonant action is studied and applied to the dramatic interpretation of literature. Fulfills Oral Communication requirement.

Ryan. 3

THEATRE AND FILM 115, 116, 117 — THEATRE PARTICIPATION. Theatre activity is open to all students in the University, who may, if they wish, receive credit toward their undergraduate degree by participation in the productions of the University Theatre and the Experimental Theatre. A student may enroll up to the eighth week of any semester on written permission of the departmental chairman. No student may enroll in the last semester of his or her senior year. These courses may fulfill three hours of the Fine Arts requirement. Safety glasses required.

1

THEATRE AND FILM 215 — PRODUCTION FOR NON-COMMERCIAL THEATRE. Play selection, analysis, organization, management, direction and technical design of plays for non-commercial theatre. Meets teacher certification for theatre. Safety glasses required.

Morgan, Brasmer. 4

THEATRE AND FILM 219 — ELEMENTARY CINEMATOGRAPHY. An introductory course exploring the nature of the cinematic medium from the point of view of production and technique, with an emphasis upon cinema as an aesthetic and narrative medium. Each student is expected to complete a series of film projects in 8 mm. or 16 mm. format. A student is required to share the expenses involved in his or her film production.

Stout. 4

THEATRE AND FILM 225 — CONTEMPORARY THEATRE. Attendance at productions in New York during spring vacation, preceded by study of contemporary theatre and followed by a written report. Estimated cost of trip, exclusive of tuition, is \$250.

Brasmer. 2

THEATRE AND FILM 229 — ACTING: PHYSICAL TECHNIQUE. The beginning course for majors interested in performance. Use of pantomime, improvisation, and gymnastics to develop a controlled flexibility in the use of the bodily mechanism. Prerequisite: Consent of instructor. Course repeatable for one credit.

Ryan. 3

THEATRE AND FILM 230 — ACTING: SCENE STUDY. The scene as a unit of theatrical form approached in terms of focus and interaction between characters. Offered each semester. Prerequisite: Consent of instructor. Course repeatable for one credit.

Staff. 3

THEATRE AND FILM 231 — ACTING: CHARACTERIZATION. The factors in the script which determine characterization and the creation of these factors in specific roles. Offered each semester. Prerequisite: Consent of instructor. Course repeatable for one credit.

Staff. 3

THEATRE AND FILM 232 — ACTING: PERSONAL STYLE. The developing of a personal point of view in approaching the creation of a vital presence on the stage. Offered each semester. Entrance by audition. Repeatable once for one credit.

Staff. 3

THEATRE AND FILM 240 — CHILDREN'S THEATRE. Recommended for Education as well as Theatre majors, this course explores the uses and practices of drama with the child (Creative Dramatics) and drama for the child (Children's Theatre) through lecture, discussion, and practice teaching.

Ryan. 3

THEATRE AND FILM 301 — SCENIC DESIGN AND STAGE LIGHTING. Theory and practice of scene and lighting design through intensive analysis of the dramatic structure in plays.

Morgan. 4

THEATRE AND FILM 312 — SEMINAR IN FILM. The subject for the seminar will vary from year to year but this seminar treats Film in both a technical and an academic manner. The seminar is repeatable.

Staff. 4

THEATRE AND FILM 317 — TECHNICAL THEATRE. Lecture and laboratory in scenery construction and painting, sound, stage management and lighting. May include costuming under some circumstances. Class work with all productions. Safety glasses required. **Morgan. 4**

THEATRE AND FILM 323 — THEATRE HISTORY. Survey of World Theatre from the Greeks to 1880, exclusive of America. Emphasizes influences — cultural, social and political — as well as personalities, methods of production, and development of drama. **Stout. 4**

THEATRE AND FILM 324 — HISTORY OF AMERICAN THEATRE. The derivation of American Theatre in the patterns of colonial culture and the development of the Theatre from the 18th Century to the present. A strong emphasis is placed upon the development of drama in the 19th and 20th Centuries. **Brasmer. 4**

THEATRE AND FILM 325 — THE HISTORY OF THE MODERN THEATRE. Survey of World Theatre History from 1880 to the present day, exclusive of America. Particular emphasis is placed on the various revolutionary movements of the continental and British Theatre in the first four decades of the 20th Century. **Stout. 4**

THEATRE AND FILM 326 — HISTORY AND AESTHETICS OF FILM. A survey of the social and aesthetic history of the film from its beginnings as a record of historical reality to the emergence of the filmic reality in the contemporary film. **Stout. 4**

THEATRE AND FILM 361-362 — DIRECTED STUDY. **Staff. 3**

THEATRE AND FILM 401 — THEATRE PRACTICUM. Theory and creative practice in selected areas of theatre arts for the talented and superior student. As registration warrants, the areas listed below will be offered. No more than 15 credit hours in these areas will be counted toward graduation.

- a Problems in Costuming
 - b Problems in Styles of Stage Direction
 - c Special Studies in Drama
 - d Problems in Theatre Management
 - e Advanced Problems in Scenic and/or Lighting Design
 - f Problems in Theatre Design
- Staff. 2-15**

THEATRE AND FILM 410 — ADVANCED CINEMATOGRAPHY. An advanced course which explores several approaches to the graphic and narrative properties of films. The student will be required to complete two films in 16 mm. format and will share the expenses involved in his or her film production. **Stout. 4**

THEATRE AND FILM 415 — PLAY DIRECTION. Theory and practical work in direction. Each student is responsible for selecting, casting, rehearsing, and producing one-act or longer plays presented in the Experimental Theatre. Prerequisites: 15 hours of Theatre and Film and consent of instructor. **Brasmer. 3**

THEATRE AND FILM 426 — THEORY OF THE THEATRE. The analysis and comparison of dramatic theories from Aristotle to the present, with emphasis on recent and current issues in theatrical theory, criticism, and scholarship. Prerequisite: Junior standing. **Brasmer. 4**

THEATRE AND FILM 451-452 — SENIOR RESEARCH. **Staff. 4**

THEATRE AND FILM 456 — SENIOR COMPREHENSIVE PROJECT. A practical project in performance, design, theatre management, or film with work accomplished in the University Theatre or the Experimental Theatre. Course can be elected to satisfy a comps experience in the department by BFA majors only. The course is offered both semesters but it can be taken only once. **Staff. 3**

THEATRE AND FILM 461-462 — INDIVIDUAL WORK FOR HONORS. **Staff. 4**



denison
august 1975



CORRECTION!!!

The previous document(s) may
have been filmed incorrectly...

Reshoot follows



denison
august 1975

Denison University aspires to be a pluralistic community which makes possible a wide range of learning and living experiences.

For approximately 150 years, Denison has been known as a community of intellectual excellence and high ideals. The learning experience which Denison students encounter is intended to be a joint effort on the part of students with the aid of the faculty.

As a college, Denison encourages students to shape educational programs that meet their special needs, interests, and plans. A Denison education attempts to balance depth and breadth — to combine the special competence and mastery of methodology and subject matter that are part of a major or concentration with an exploration of the varied resources available throughout the college.

Learning at Denison is in part a search for relationships among various kinds of knowledge and experience. It is an attempt, ultimately, to place education in the context of the crucial value questions facing society today.

The college's statement of objectives cites Denison's tradition of considering its students as "men and women who are becoming free." Denison places maximum responsibility on the student while providing support through concern and counseling in a personalized atmosphere.

Since Denison's founding in 1831, persons of all races, creeds, and national origins have been eligible for admission.

There are approximately 2,100 full-time students at Denison — 1,100 men and 1,000 women. Full-time faculty members number 142, with about three-fourths of the faculty holding the Ph.D. degree. Student-faculty ratio in 1974-75 was 13.83 to 1.

Denison is an independent liberal arts college offering four degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Fine Arts, and Bachelor of Music. There are departmental, interdepartmental, concentration, and individually-designed majors available within these degree programs.

Denison is governed by a board of trustees, which is made up of 36 members, six of whom are nominated by the alumni. Many decisions regarding the programs of the college are made by the University Senate, which includes persons from the student body, the faculty, and the administration.



Nancy Nowik/English





Academic Quad





Throughout the Catalog are 16 full-page statements written by these persons. The unedited statements express each student's opinions about Denison.

By printing them, we hope to give you a more complete and honest picture about life as a student at Denison. Individual photographs of each of the student writers are on pages 114 to 117. Addresses of each person accompany the photographs.

Statement of Objectives

Denison aspires to be a community of intellectual excellence and religious ideals.

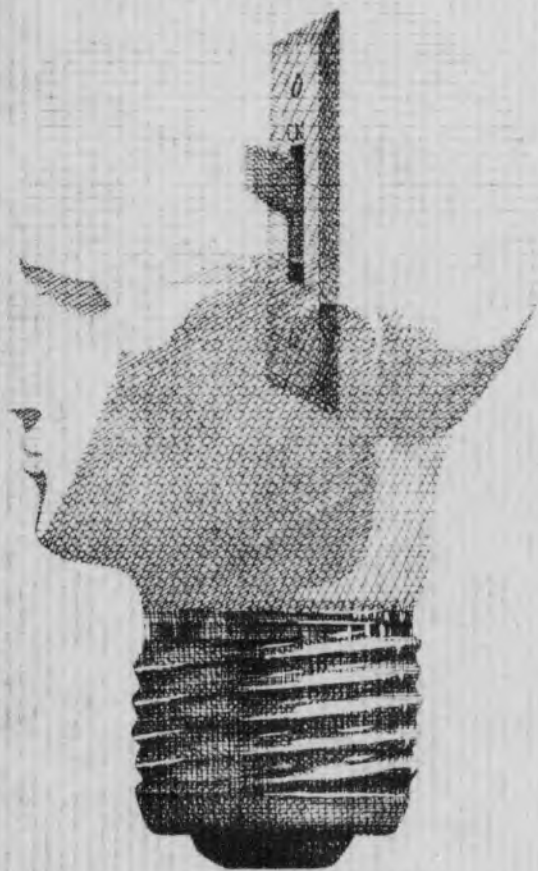
Denison intends that its students educate themselves with the aid of a faculty devoted to teaching and engaged in advanced scholarship and research.

In addition to providing students with a proficiency in a single discipline, Denison hopes to give them a broad knowledge of the major forms of intellectual activity and to assist them in attaining an integrated conception of their own intellectual, moral, and religious life.

Denison considers its students as men and women who are becoming free. It envisions their future as a life based upon rational choice, a firm belief in the dignity of man, and charity and compassion unlimited by racial, cultural, religious, or economic barriers.

Contents

Admission, 6
Costs, 8
Financial Assistance, 10
Student Life, 18
Campus, 33
Affiliations and Finances, 34
Plan of Study, 42
Off Campus Programs, 51
January Term, 53
Registration and Academic Regulations, 56
Courses of Study, 64 to 108
College Lists, 120
Enrollment Statistics, 123
Calendar, 124
Catalog Credits, 126
How to Write to Us, 126
Index, 127
Campus Map, 128



The immediate encounter with the mystery of being is in terms of a lived participation; being is an internal relation; the self, or the body, is not an object of knowledge, but the subject who knows himself as he acts.

Gabriel Marcel

Admission

Denison University believes the aims of a liberal arts education are best attained within a heterogeneous community. The College encourages applications from members of all cultural, racial, religious, and ethnic groups.

An applicant to Denison may be admitted as either a freshman or a student with advanced standing.

How to Apply

You can obtain an application by writing to the Admissions Office, Denison University, Box H, Granville, Ohio 43023. Your application should be completed and returned to the College not later than March 1. If you apply after March 1, you will be considered for admission on the basis of dormitory space still available.

In evaluating your application, the Admissions Committee takes into consideration the quality of your academic record, recommendations, school and community activities, aptitude test scores, and personal potential. While not a requirement, a personal interview is considered highly desirable.

Your need, if any, for financial assistance is not considered in the admissions process. The fact that you may seek financial aid by filing the Parents' Confidential Statement of the College Scholarship Service (**see Financial Assistance section**) is not taken into account by the Admissions Committee in its evaluation of your qualifications for admission.

Visiting the Campus

Prospective students and their families are cordially invited to visit the Denison campus and the Admissions Office, located in Beth Eden House. Office hours are from 8:30 to noon and from 1:00 to 4:30 p.m. (EST) during the week and on Saturdays until noon. From Commencement until Labor Day the office is closed on Saturday mornings, and at 4:00 p.m. (EST) during the week.

Admission Requirements

The following minimum standards are required of every person applying to Denison:

☐ Graduation and College Certification

These must be furnished by an accredited high school or preparatory school showing at least 15 acceptable units of credit as follows:

- 4 units of college preparatory English
- 2 units of college preparatory Mathematics (3 units are highly recommended, especially if you plan to major in science)
- 2 units in one Foreign Language
- 1 unit of History
- 2 units of Science
- 4 remaining units (at least 2 units should be in areas named above or in related subjects)

Exceptions to these requirements may be made by the Admissions Committee. You will be given special consideration if you plan to earn either the Bachelor of Fine Arts or the Bachelor of Music degree. Special requirements for admission into these two degree programs are explained later in this section.

☐ Entrance Examination

You must take either the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board (preferred) or the ACT Assessment Test of the American College Testing Program. Either test should be taken no later than December of the senior year. CEEB Achievement Tests are optional, but scores are welcomed.

☐ Other Requirements

In the Formal Application, four other admissions requirements are cited:

- ☐ recommendation by your high school principal, headmaster, or guidance officer
- ☐ personal information including a listing of school and community activities
- ☐ personal statement of your educational and career goals.
- ☐ application fee — a nonrefundable fee of \$15 must accompany the Formal Application

Special Degree Programs/ Fine Arts and Music Applicants

A limited number of students are admitted each year to Denison to pursue the special degree programs of Bachelor of Fine Arts (in Art, Dance, Music, or Theatre and Film) and Bachelor of Music. In applying for one of these programs, you must meet the minimum requirements listed above. In addition, you may submit evidence (a portfolio, an audition tape, a personal audition) of your skills and/or talents to the appropriate department.

If you want to enter a Fine Arts or Music program leading to one of these special degrees, you should correspond early with the departmental chairperson concerned.

Different Types of Admission

Aside from the standard admission process explained above, three other options exist at Denison: **Early Consideration of Freshmen**, **Early Admission**, and

Deferred Admission. These options are discussed in detail below.

Early Consideration of Freshmen

A freshman applicant is generally admitted on the basis of grades for seven semesters of secondary school work, and the completion of the requirements listed above.

Special Consideration for acceptance on the basis of six semesters is given if you are a top-ranking applicant who has taken the SAT or the ACT not later than December of your senior year. As an early applicant, you may apply to other colleges and universities. You are not required to commit yourself to enroll at Denison.

Early Admission

A limited number of outstanding students may be admitted for enrollment at the end of their junior year in high school. You must have the recommendation of your secondary school and have taken the SAT or the ACT to be considered for early admission.

Deferred Admission

Upon being accepted at Denison, you have the option of delaying your entrance into the College for a year. You have until May 1 of the year you are accepted to inform the Admissions Office of your decision to postpone your entrance. You must pay a \$100 deposit by that date.

While on deferred admission, you must reconfirm your intention to enroll by March 1 of the following year. If you fail to do this, your deposit is forfeited and your acceptance is withdrawn.

Should you desire to enroll in the College at the beginning of the second semester, instead of at the end of the year, you would be admitted on a space-available basis. Should you decide to delay your entrance more than a year, an extension of your deferred admission would be at the discretion of the Admissions and Financial Aid Council.

Dates of Acceptance

If you are a regular candidate for admission, the Admissions Committee will notify you of its action on your application by April 15. If you are a candidate who has applied for early consideration, you will be notified on or about January 15, and **you must reply** by March 1.

Waiting List

Qualified applicants who cannot be offered acceptance by April 15, owing to limitations on dormitory space, are placed on a waiting list. Such applicants are given later consideration for any openings which may occur between late April and early September. Candidates are not ranked numerically on the waiting list, but all who wish to remain active are carefully reconsidered for available openings.

Fees and Deposits

The following fees and deposits are required:

- ☐ a registration deposit of \$25
- ☐ a room reservation deposit of \$25 (except for a local student who will commute from home)
- ☐ an advance payment of \$50 toward tuition for the first semester.

If you are accepted for admission, in April, these deposits, totaling \$100, must be paid on or before May 1 and are **nonrefundable** after that date. Early acceptees must make deposits by March 1, **nonrefundable** after that date, or withdraw from early consideration. For further information, see Refund of Deposits section. An applicant from the waiting list, or a transfer student accepted after May 1, usually is allowed two weeks to make the payment of deposits.

Advanced Placement

This program of the CEEB was developed to give recognition to a person who takes college-level courses in his or her secondary school. You may be excused from certain college requirements by satisfactorily passing the Advanced Placement examinations in English, Foreign Languages, American History, European History, Biology, Chemistry, Physics, Mathematics, Art History, and Music. Credit and waiver will be given if you score a 5 or a 4 on any of these examinations. Credit and/or waiver may be given for a score of 3 upon recommendation of the department concerned and the Registrar.

For information on Proficiency Examinations in all subjects and other methods of satisfying Denison's Foreign Language requirement, see the Plan of Study section of the catalog.

Transfers

Denison welcomes applications from transfer students. A limited number of transfer students are admitted each semester.

If you wish to enter Denison as a sophomore, you will normally be considered for acceptance only after your complete first-year record is available, except in those cases of outstanding first semester work. If you wish to enter as a junior, you may be accepted provisionally during your sophomore year when your record of three semesters of college work is available.

If you are accepted for admission with Advanced Standing, you must complete at least four semesters in residence at Denison as a full-time student to be eligible for a Denison degree.

Special Requirements

A transfer student eligible for Advanced Standing is expected to meet the requirements of a freshman and, in addition, submit the following:

- ☐ the Official Transcript of your complete college

record to date showing you to be in good standing at the college you previously attended

- the Recommendation of the dean or other official of the college last attended.

Advanced Standing

Upon Advanced Standing admission, you will be allowed credit without examination for liberal arts subjects taken at a college accredited by the North Central Association of Colleges and Secondary Schools or an accrediting body of similar rank.

Class standing at Denison is based on the number and quality of credits accepted for transfer. In addition to the two-year residence requirement, you must earn at least a C average at Denison to qualify for a degree. Any requirements for graduation from Denison not satisfactorily completed at the college previously attended must be taken in normal sequence.

Good Standing

The Admissions Committee expects transfer students to be in good academic and disciplinary standing at the college previously attended. Semester-hours of credit — but not actual grades — are transferable for all liberal arts and science courses similar to those offered at Denison. Courses bearing below C grades are not accepted for transfer.

Annual Costs

	Actual 1975-76	Projected 1976-77
Tuition	\$3,075	\$3,325
Activity fee	\$ 210	\$ 225
Board	\$ 700	\$ 750
Room	\$650-745	\$690-790

Each student on full tuition pays about \$840 less than his or her actual educational expenses. Gifts from alumni, parents, and friends supplement endowment and other income to enable the College to meet this difference. How long Denison and similar colleges and universities seeking to provide an education of high quality can postpone additional charges for tuition is clearly dependent upon the increasingly generous support of alumni, parents of present students, and other friends.

The College reserves the right to make changes in costs at the beginning of any semester by publication of the new rates for tuition and activity fee three months in advance, and for board and room one month in advance of their effective date.

Tuition

The \$3,075 annual tuition permits a student to take from 9

to 17 hours each semester. An additional charge of \$96 is made for each registered hour in excess of 17 hours for one semester or 35 hours over two semesters in the same academic year. A student must petition the Registrar's Advisory Committee to take more than 17 hours of credit in a semester. A part-time student is charged \$96 for each semester-hour of credit. The semester tuition covers the January Term if the student is enrolled for the fall semester or the ensuing spring semester at Denison.

Activity Fee

The \$210 activity fee enables the offering of student programs such as concerts, plays, guest lectures, and other activities of a social and recreational nature. It supports, in part, the Student Health Service, the College Union, and intercollegiate athletics. The activity fee provides funding for the Denison Campus Government Association (student government at Denison) and student organizations it sponsors. Payment of this fee entitles a student to receive the campus weekly newspaper and the literary magazine.

Board

Meals are served in the college dining halls throughout the academic year except during vacations. The charge for board is \$700 a year. A five-day board plan is also available at \$650 a year. There is an additional board charge for students living on campus during the January Term. Saga Food Service, Inc., the largest collegiate food operator in the nation, assumed responsibility for the operation of Denison's food service in 1967.

Room Rent

If two or more students room together, the rent for each student is \$650 a year. The price of a single room is \$745 a year. There is no additional room charge for residing on campus during the January Term if a student is a dormitory resident for the fall semester or the ensuing spring semester at Denison. **No room is rented for a shorter period than one semester.** Students will be charged for any damage to the furniture or the room beyond ordinary wear.

Other Fees

Auditing Classes

The privilege may be granted to any student. A regularly-enrolled full-time student may be permitted to audit one course each semester without additional fee and without academic credit. In all other cases, an auditor shall pay a sum equal to one-half the tuition rate paid by a part-time student.

Off-Campus Programs

An administrative fee of \$96 per semester is charged to each student participating in an off-campus program.

Freshman Orientation

In June, Denison sponsors an orientation program for incoming students and their parents. Nine identical sessions, each lasting about one-and-a-half days, are held to provide counseling for students on course selection for the fall, placement tests, campus tours, and discussion of student life. A charge (including room and board) is made to students and their parents.

Books and Supplies

The cost of books and supplies is estimated at \$75 a semester.

Department of Music Fees

Music fees are required of a student taking private lessons in Applied Music, unless the student is majoring in music. On the basis of one private lesson a week including the necessary practice-time, the charge is \$96 a semester.

Any student paying regular tuition may attend **classes** (not private lessons) in **voice or instrumental music** without extra charge.

Any student who has played an instrument in band or orchestra for four semesters may take private lessons on that instrument without charge.

Special Fees

A materials fee of \$15 per semester is charged for courses such as ceramics, sculpture, printmaking, and photography where the student becomes the owner of tangible items created.

Special fees for certain activities not normally included in the curriculum, such as karate, horseback riding, etc., are charged to participating students.

Health Service

This service includes hospitalization up to three days a semester (exclusive of medical and surgical costs such as X-ray, services of special nurses and consultants, doctor's or nurse's calls to a student's room, special medicines, or the use of special appliances). **A charge of \$20 a day is made for hospitalization in excess of three days.** A group accident and sickness plan is also available to students. The Cashier mails details of this plan to students in the summer.

Damages Deposit

Each student living in a residence hall is required to pay a

deposit of \$10. These deposits are used to cover on a prorata basis charges for damages to public areas and furniture and furnishings therein, loss of College property in these areas, and uncollected toll telephone calls.

The unexpended balance is refunded to the student upon graduation or withdrawal from the college. Bills are sent to students for amounts required to maintain their deposits at the \$10 level.

Payment of Bills

All bills are payable in the Cashier's office. To help develop a sense of responsibility and a greater appreciation of the educational opportunity, the College has a policy of collecting bills from the student rather than from his or her parents.

Semester bills are due August 10 for the first semester and January 10 for the second semester. Bills may be paid in advance. All other bills are due within 10 days from the date presented. Bills past due are subject to a late payment fee of \$2. This fee is waived for sufficient cause explained to the Cashier before the payment due date. On request, a receipted bill is issued when the statement is returned.

A student is ineligible to attend classes unless his or her bills are paid when due. **A student will be denied an honorable separation, an official record of credits, or a diploma until all college bills are paid in full.**

Deferment

Deferred payment of one-half of the net amount due for the first semester is permitted until November 1, and for the second semester until April 1, provided the request is made to the Cashier on or before the due date. A service charge of \$10 per semester is made in event of deferment.

A monthly pre-payment plan and an extended repayment plan are available to parents of Denison students. Both plans also provide insurance for continued payment of educational expenses in case of death or disability of the insured parent. Details of these plans are sent to students as soon as they are accepted for admission.

Anyone wishing information in advance of this time should write to Insured Tuition Payment Plan, 6 St. James Avenue, Boston, Mass. 02116.

Refund of Deposits

Withdrawal from the College at any time is official only upon written notice to the appropriate Associate Dean of Students. A request to the Registrar for a transcript of credits shall neither be considered a notice of withdrawal from the College nor a cancellation of a Room and/or Board reservation.

Cancellation of room reservation or registration for the fall semester by a student enrolled at Denison during the previous spring semester must be made prior to May 1. Both the Registration Deposit of \$25 and the Room Deposit of \$25 are forfeited if the time limit is not observed. If a student does not preregister or indicate

withdrawal by the cancellation date, both deposits shall be forfeited.

An entering student should read the Fees and Deposit section in the previous Admission part of the Catalog for regulations pertaining to other deposits.

A student withdrawing or dismissed from the College during the academic year shall forfeit the Registration and Room Deposits, except in the case of a withdrawal which results in no refund of second semester charges or for illness. A student granted permission to move into off-campus apartments or into a fraternity prior to the start of the second semester will not forfeit the Room Deposit.

If a student withdraws because of illness, does not attend another college, and plans to register for a subsequent semester, the deposits are to be held. If the student does not register during the following two semesters, the deposits will be forfeited.

The Room Deposit of a student who cancels his or her room reservation within the time limit indicated above or is permitted to live off-campus or in a fraternity will be credited to his or her bill for the fall semester. In the case of a senior, or a withdrawing student entitled to a refund, Room and/or Registration deposits will normally be refunded in June.

Refund of Tuition, Activity Fee, Room and Board

Withdrawal after the due date of semester bills, but before Registration Day: Except in cases of illness confirmed by a physician, the charges for withdrawal from the College or cancellation of a dining hall or residence hall reservation after August 10 for the fall semester or January 10 for the spring semester shall be **25 percent of the semester tuition, 25 percent of the semester board charge, and full semester rent for the residence hall room. In no case shall the activity fee be refundable.** These policies apply to both the returning and entering student.

Withdrawal during a semester: After Registration Day there shall be no refund of room rent or board charge, except in the case of a student withdrawing from the College because of illness. Such a student shall be charged **10 percent of the semester room rent and board charge** for each week or part thereof (not to exceed the semester rates).

A student voluntarily withdrawing or dismissed for disciplinary reasons from the College during a semester will be charged **25 percent of tuition** (not to exceed the semester charge) for each week or part thereof enrolled (enrollment begins the first day of classes).

A student withdrawing from the College during a semester because of illness shall be charged **10 percent of tuition** (not to exceed the semester charge) for each week or part thereof enrolled. In no case shall there be a refund of the activity fee.

The excess hours fee, fees for applied music lessons, or other course fees shall not be refunded after the fifth week in the case of a student withdrawing for any reason from a course or from the College.

Financial Assistance

Denison University supports the conviction that every student accepted for admission should be able to attend the College regardless of financial circumstances. The financial aid program at Denison is designed to assist students to overcome so far as is possible the cost barrier often associated with private education. A few honor stipends are awarded to students of special academic promise.

Financial Need

Denison utilizes the College Scholarship Service (CSS) of the College Entrance Examination Board to determine the financial need of each applicant for aid. Essentially, this figure is the difference between the student's budget for a year at Denison minus the family contribution including the student's expected summer earnings. Details of this calculation and the family contribution may be obtained at most secondary school guidance offices.

Awards

Awards normally consist of a combination of a grant-in-aid, loan, and job forming a "package" designed to meet the CSS financial need figure. The components of the package are subject to annual review and possible adjustment by the Financial Aid Committee. Honor awards up to \$500 are made to a select number of incoming freshmen who have shown outstanding academic potential. This stipend continues automatically if the student maintains a 3.0 cumulative average. Other special scholarships include the Sons and Daughters of Baptist Ministers and Missionaries, and the LaVerne Noyes for descendants of World War I veterans. More specific information on these and other scholarships may be obtained from the Office of Financial Aid.

Grants-in-Aid

Grants-in-aid constitute an outright gift to the student based on need. Grants are not automatically continued from one academic year to the next and may be adjusted as need changes. Each year, a grant recipient must resubmit the appropriate financial statement of the CSS. For a continuation of a grant, a student must (a) have need as determined by CSS, (b) be permitted to register and attend classes, and (c) be making satisfactory progress towards a degree. In response to recommendations by governing bodies of the College, special categories of aid can exist subject to alternative guidelines.

Loans

Denison has participated in the federally-appropriated and controlled National Direct Student Loan Program. The college also has established eligibility as a Guaranteed Loan lender. Depending upon federal funding, loans will be made to students under one of the two programs. Current information on student loans should be obtained from the Office of Financial Aid.

Jobs

On-campus employment opportunities are available to students wishing to contribute toward their college expenses. Work opportunities cover a wide variety of assignments, including dining hall, library, and other auxiliary services. Under the College Work-Study Program, academically-related jobs are made available to students coming from disadvantaged backgrounds.

Other Sources

Federal and State educational grants are available through the appropriate agencies to eligible students. To determine eligibility under these programs, the student should consult a guidance counselor or write the Office of Financial Aid.

Upperclass Awards

Various departmental scholarships and special stipends are available to enrolled students. Information concerning these scholarships can be obtained from the department concerned or from the Office of Financial Aid.

Graduate Honor Scholarships

Graduate Scholarships and fellowships are handled through the Office of the Graduate School Counselor and the Dean of Students. Contact these offices for information on graduate scholarships and fellowships.

How to Apply

No formal application is required to be considered for financial assistance. Entering students should submit the Parents' Confidential Statement (PCS) form to the College Scholarship Service by December 15 for those requesting Early Consideration and by March 1 for all other students. Notices of financial award are sent out within two weeks after the date of official notification of acceptance to the College.





Campus Tour



Denison presented a totally new experience for me this year - one that I'm very grateful for. Coming from a high school of approximately half the size, I found Denison to be easily adjusted to. The atmosphere of Denison - which had so completely sold me on the university upon seeing it initially - is still attractive to me. This "atmosphere" I speak of isn't easily described, but is more of a personal feeling obtained from the total environment: the campus, the dorms, and the people.

After two semesters of classes at Denison, I feel safe in saying that I am getting a very good education. Through the liberal arts offerings, students are given ample exposure to many fields of knowledge, and are able to chose a concentration in one particular field for a major (or they may even design their own). Through my personal experience (a limited one, I admit, after only one year), I feel that most professors are highly qualified and very diversified in their teaching methods. Very few shy away from the personal attention and guidance so important to a small university.

From the previous paragraphs, one may look at Denison as a paradise, as a type of ultimate dream world. I must regretfully bring such people back to reality. Denison did present disappointments to me also. The social life is far too fraternity-oriented, in my opinion, without enough all-school activities. Fraternity parties can be a lot of fun, but there are times when it would be nicer to be dancing in a room with a larger capacity, enlarging the opportunities to meet people.

As far as the community of Granville is concerned, it often seems too isolated from the "real world" beyond the hills. Without a car, access to even a small city is impossible, and students often feel the need for escape. We lack the cultural opportunities that a large city would offer, and tend to feel almost too secure in our deserted little world.

Such are the pros and cons of Denison in my eyes, after one year of exposure to "the hill." Through hard work and good effort, Denison can bring a fine education, and the chance to meet new people.

Judi Krieger

Denison, to me, means a lot. It is trying to combine play and work effectively, struggling through a ten-page paper and triumphantly smiling over it once it is done. It is partying hard on Friday night and trying to make up on Saturday morning. It is going to the mailbox to get a program for the week-end or relaxing in the Union to see the goings-on. Denison is camping on the biological reserve or shopping in Granville. It is the excitement of registration day or the stillness of Sunday mornings. It is meeting people from other parts of the world and talking to them. In a sense, Denison is doing just what you want to do. Going to study in the library or taking it easy in the Bandersnatch. It is how you want to get your college EXPERIENCE. That is Denison!

Osei Oursu.

I transferred to Denison in the middle of my sophomore year with the intention of remaining as obscure as possible. Ironically, I found that the little, secluded, private liberal arts school would not permit me to simply hideout. Having spent 1 1/2 years at a small school near Chicago with no Greek system, no off campus housing and social cliques based on where one went to prep school, I was shocked to find, at Denison, any possible lifestyle I wanted. There are variations within variations of Greek living, independent living, the downhill crowd, and off campus.

I've remained an independent but I've found the variations useful. They serve as a source of tension but it is a constructive tension simply because everyone tries harder. What a person gets out of Denison, he or she puts in. There are disgruntled Denisonians, true, but as a transfer I know that Denison does offer just about the best possible atmosphere in which to obtain a damn good education.

Maybe I'm overrating the school, but I've been to another school that followed some nebulous idea of relevancy rather than diversity. Not everyone can be happy at Denison because it forces a person to make decisions instead of molding a student to a common goal.

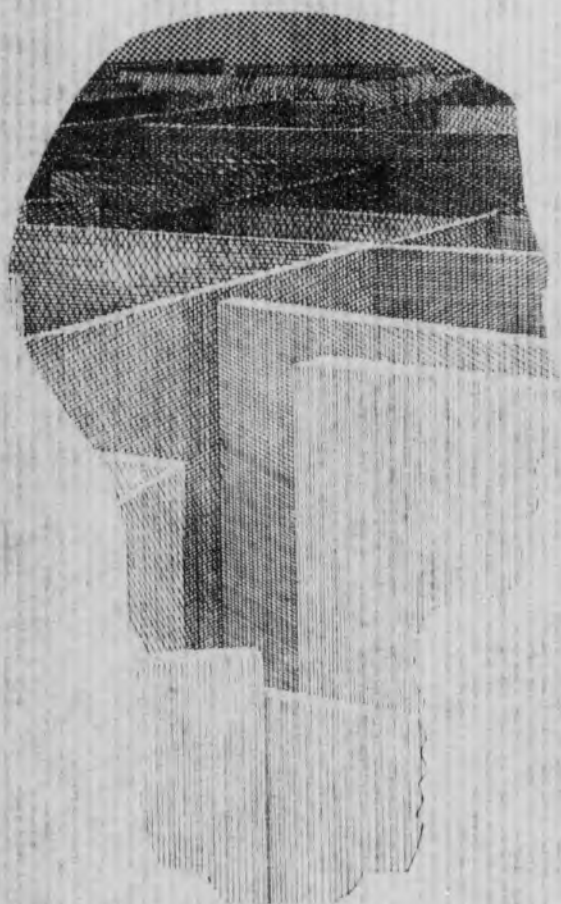
Denison's seclusion may be a drawback, but that in itself could be an eye opening experience to urban dwellers, or at least those used to a faster style of life. I mean, Granville may not have an art gallery or a symphony, but it's a pretty town and there's a drugstore here that sells the world's best 10¢ cup of coffee, complete with all the small town atmosphere, that would even make John Denver swoon with envy...

Thomas R. Wille

As graduation approaches I find myself more and more eager to leave Denison. Professional school beckons, offering the final preparation for my career in optometry. Also awaiting me is the challenge of living in Boston and the satisfaction of building a fulfilling relationship with a Denison alumnus I plan to marry. I feel sad to be leaving the professors, students, and staff, some of whom I'll never see again, but moving on is what it's all about.

Denison has given me the preparation I asked of it in the beginning. Once I made a few moves on my own, I discovered that there are many persons on campus ready to help a student recognize what he wants in life and how to approach his goals. Through one and a half years of off-campus living, I have eased into learning how to handle the everyday matters of paying bills, coping with water in the basement, and finding what I need at the IGA. Armed with bad study habits and a fear of science courses, I struggled with chemistry and calculus, but emerged a little less ignorant and a lot more willing to work hard. I feel that I can go on from Denison with the discipline, confidence, and inquiring attitude that it takes to be a mature, resourceful individual.

Marilynn Acker



Our problem is to get something done, to get started somewhere, away from the rubbish of our respective corners, out of corna or confusion toward some crack of light, some piece of what really is.

Theodore Roethke

Activities

A Personalized Education

A Denison education is a personalized education which fosters intelligent and responsible living both within and outside the classroom.

The College seeks to maximize the opportunities for individual choice within the broad outlines of College policy. This personalized approach is made possible through the availability of advisers and counselors, flexibility in design of curriculum, and selfgovernment in nonclassroom activities.

The curriculum offers a variety of approaches to learning as well as a broad range of subject matter in the liberal arts. Adjunct programs provide opportunities for study in many settings in the United States and abroad where educational experiences are offered which supplement those available at Denison.

The Fine Arts

Art

Numerous art exhibits, gleaned from the College's art collections, are held throughout each year. Student art work is frequently exhibited. The College's art collections include a definitive Burmese collection, several other Oriental art pieces, Italian Baroque drawings, and a collection of art and artifacts of the Central American Cuna Indians. Valuable tapestries, paintings, vases, and other art work are on display in the new Burke Hall of Music and Art. Students enrolled in art history courses have access to the collections for study.

Dance

The Department of Dance presents at least two major productions each year.

In addition, Dances We Dance, the Inner City Dance Company, members of the Jan Wodyski Dance Company, Lynne Kothera, Richard Gain, Richard Kimble, Dancentral, the Don Redlich Dance Company, and the Lotte Goslar Pantomime Circus recently performed and/or been in residence on the Denison campus.

Music

Opportunities to hear and to participate in the production of music are provided by students, faculty, guest artists, and Denison choral and instrumental groups (explained below). Prominent musicians brought to the campus for concerts in recent years include:

Music for Awhile, The Fine Arts Quartet, the Aeolian Chamber Players, pianists Earl Wild, David Burge, Francis



Picasso's "Le Repas Frugal" from Denison U. Gallery

Walker, Peter Lang, and Nicolas Constantinidis, soprano Mary Costa, violinist Arturo Delmoni, the Pro Arte Quartet, and viola d'amore artist, Karl Stumpf.

Theatre

Dramatic productions are presented by the Department of Theatre and Film as University Theatre, Experimental Theatre, and Children's Theatre productions.

In recent years the following plays have been staged:

All's Well That Ends Well, The Gingerbread Lady, Toys in the Attic, The Good Woman of Setzuan, Riverwind, The Cherry Orchard, The House of Bernarda Alba, 365 Days, And Miss Reardon Drinks a Little, Celebration, King Lear, a Pinter Repertory of Landscape, Silence, and Old Times, Camino Real, Of Thee I Sing, The House of Blue Leaves, Patience, The Cheats of Scapino, Hippolytus, A Touch of the Poet, The Way of the World, Rosencrantz and Guildenstern Are Dead, Back to Methuselah, Love's Labour's Lost, Hedda Gabler, The Three Sisters, The Golden Fleece, Tom Paine, and A Funny Thing Happened on the Way to the Forum.



Burke Hall of Music and Art



Susan Alexander and Richard Gain/Dance



"The Good Woman of Setzuan"



David Burge



Denison String Orchestra in Burke Recital Hall



Burke Hall Art Gallery

Speakers, Films, and Concerts

Convocations with speakers representing a range of thought are held about every week each semester. In the past few years, the following persons have been on the Denison campus as convocation speakers:

Former Israeli defense minister Moshe Dayan, economists Milton Friedman and Paul Samuelson, a genetic debate between William Shockley and Jerry Hirsch, National Urban League Director Vernon E. Jordan, Jr., psychiatrist Elisabeth Kubler-Ross, psycho-therapist Albert Ellis, educators C. Eric Lincoln, Jonathan Kozol, and Robert Bellah, theologians Jacob Neusner, Rosemary Ruether, G. Ernest Wright, and the late Abraham Heschel.

Feminists Mary Daly and Betty Frieden, writers Joseph Heller and John Barth, choreographer Agnes De Mille, philosophers Huston Smith and Paul Ricoeur, journalists Tom Wicker, Max Lerner, Seymour Topping, and Min Yee, West German chancellor Helmut Schmidt, former president of Peru Fernando Belaunde-Terry, Berkeley mayor Warren Widener, attorney William Kunstler, film critic Paul Zimmerman, and former Cleveland mayor Carl Stokes.

Current and former government officials William Ruckelshaus, Ramsey Clark, John Tower, Mark Hatfield, Fred Harris, George Romney and Robert Weaver, actresses Ruby Dee and Lillian Gish, physicist Philip Morrison, publisher Katharine Graham, actor and playwright Ossie Davis, Indian activist Vine Deloria, black educator Charles G. Hurst, Jr., classicist William Arrowsmith, poet Lerol Jones, and Allard Lowenstein and Reid Buckley in a liberal-conservative debate.

Films

The Denison Film Society, a student organization, shows high quality films each week during the academic year. Most films do not have an admission charge. During the spring semester of 1975, the following films were shown:

A Clockwork Orange, The Mummy, Freaks, Hospital, Invasion of the Body Snatchers, Last Tango in Paris, The Swimmer, The Third Annual All-Denison Film Festival, Wuthering Heights, American Graffiti, Pink Flamingos, 8½, The Long Goodbye, Dumbo, Black Orpheus, Zardoz, Jane Eyre, and The King of Hearts.

Scheduled to be screened during the first semester of the 1975-76 academic year are the following films:

Woodstock, On the Waterfront, Day For Night, High Noon, The Sting, Shadow of a Doubt, Sleeper, King Rat, Ulysses, If, Il Posto, Burn!, I Never Sang for my Father, Women in Love, Touch of Evil, Serpico, East of Eden, It Happened One Night, and Harold and Maude.

Spring films were shown under the direction of David Conte, former president of the Denison Film Society. Fall films are under the direction of Tom MacKenzie, current president.

In addition to these films, others are screened by the Inter-Fraternity Council, the Panhellenic Council, the Black Student Union, and various fraternities and sororities. Examples of these films, which have a small admission price, include:

Lady Sings the Blues, Play It Again Sam, Straw Dogs, The Paper Chase, Walking Tall, The Day of the Jackal, and High Plains Drifter.

Bill Graham in Granville, Ohio?

Almost. Each semester a number of concerts are staged by the student government's social committee. Current student social chairperson Jim McGreevey and past chairpersons Anne Rathmell, Pete Vanderploeg, Jim Rowe, and John Breckenridge have staged the following concerts on campus:

Maria Muldaur, Tom Rush, the Dave Bromberg Band, Dave Mason, the James Montgomery Blues Band, John Mehegan, the Earl Scruggs Revue, the Paul Winter Consort, Eric Anderson, Herbie Mann and the Family of Mann, John Sebastian, the Byrds, Rick Roberts, John Prine, Leo Kottke, the J. Geils Band (twice), Tranquility, the Steve Miller Band, Two Generations of Brubeck, the McCoy Tyner Quartet, the Mark-Almond Band, Little Feat, Mason Proffit, the James Gang, B.B. King, and John Denver-Mike Johnson-Dave Boise.

Campus Musical Organizations

Concert Choir

This organization of 125 mixed voices presents a major choral work each semester with orchestra and guest soloists. Recent performances have included Bach's "St. John Passion," The Mozart "Requiem," Schubert's "Mass in E-Flat," Brahms' "Requiem," The Stravinsky "Symphony of Psalms," and Vaughan Williams' "Hodie."

Concert Band

The band concentrates on the performance of band and wind instrument literature, presenting a concert each semester.

The Chapel Choir

This group of 50 voices sings at student chapel services and prepares several major works during the year.

The Black Student Choir

Organized by black students, the choir performs both on campus and in churches and schools in nearby cities in addition to Black Arts Festivals at Denison.

The Denison Singers

This small chamber ensemble presents a large variety of appropriate literature throughout the year and makes an annual tour. In January, 1975, the Singers performed in Yugoslavia.

The Licking County Symphony Orchestra

A college-community orchestra which gives the student



Dave Mason



The Earl Scruggs Revue



John Sebastian



Maria Muldaur



Herbie Mann

musician the opportunity of three or four public concerts per year. Members may be invited to participate in the orchestras which play for the choral concerts and opera workshop productions.

Student Media

The major student media on campus are "The Denisonian," the weekly newspaper; WDUB, fm-radio station; "The Adytum," the yearbook; and "The Exile," the semi-annual literary magazine.

Founded in 1857, "The Denisonian" is a completely student staffed and controlled newspaper. Editorial, reporting, and business positions are open every year. The newspaper and members of its staff have won awards in national competitions, most recently an "All-American" rating in 1973-74.

WDUB has a six-room studio complex in the basement of Blair Knapp Hall. The fm student station, on-the-air more than 120 hours a week, broadcasts most every type of music with a strong emphasis on progressive rock music, on-the-spot sports broadcasts, campus and local reporting, and community service work. Auditions for disc jockies, engineers, reporters, and other staff positions are held twice each year, in addition to a special January Term station internship.

"The Adytum" yearbook is published each year. Editorial, photography, and business posts are open to interested students.

"The Exile" publishes student fiction, non-fiction, poetry, and photography. Editorial positions are also open.

A limited number of students also submit papers to the College's "Journal of the Scientific Laboratories," "The Journal of Biological Sciences," and other publications of an academic nature.



Professor Wowk:
"The doors were
already closed.
My reconsidera-
tion was just a
spectacle."



Professor Proano:
"Tenure does
not mean you
are going to be
at Denison for-
ever. It is a per-
manent contract
as long as there
are students."

Alfano

Language Professors Attack Terminations

by A'amer Farooqi

Language professors Franklin Proano and Vitaly Wowk have sharply censured the administration for terminating their contracts. The two rejected administration argument that declining enrollment in languages necessitated their dismissal and charged the discrimination on the basis of national origin may have influenced decisions on their con-

tracts. The professors also told the Denisonian that President Joel P. Smith attempted to dissuade them from requesting reconsideration. In a personal letter the President stressed that their contract decisions were unlikely to be overturned.

Proano and Wowk are currently serving two-year terminal contracts which expire this June. Earlier this summer the President's Advisory Board reconsidered the cases of the two professors and agreed with its original decision.

Under university regulations all faculty whose contracts have been discontinued are entitled to reconsideration upon request.

WOWK, PROFESSOR OF Russian, claimed his reconsideration was just a "spec-

tacle" and added that the President had advised him prior to his requesting reconsideration that he (Wowk) "should not bother with going through this because the case was decided." (Wowk's words.)

Proano, professor of Spanish, voiced similar complaints, and said that he was listened to by the President's Advisory Board but it was obvious to him that an irrevocable decision on his contract had already been taken.

"I consider that unfair," said Proano, "because if there is any reconsideration I imagine you have to start from scratch and then make another decision."

The contract of Dr. Ilse Winter, professor of German, was also terminated but so far she

has not asked for reconsideration. Ms. Winter is on sabbatical leave this semester.

Proano and Wowk referred to "bad politics," "favoritism" and "unfair treatment" in explaining their dismissal. Both speculated that their non-American origins may have led to the non-renewal of their contracts.

I F O U R QUALIFICATIONS in the opinion of the students and the administration are as good as the qualifications of those professors who received tenure it seems to me there were other factors in the decision," said Proano.

Both professors conceded they possessed no concrete evidence of discriminatory

(continued on page 7)



the DENISONIAN

VOL. 109

DENISON UNIVERSITY, GRANVILLE, OHIO 43023, OCTOBER 16, 1974

No. 5

Mason May Come

Social Committee Seeks Concert

by Peggy Polanski

DCGA Social Committee has received a verbal commitment from Dave Mason to perform at Denison Thursday, Nov. 7. Originally scheduled for Nov. 9, Mason will perform the first major concert of the semester.

Social Committee chairman Anne Rathmell says that she cannot be certain about the date of the concert until she receives a written contract.

Council Considers

'Dead Week' Plan

Academic Affairs Council passed the third of three related proposals on final exam week and incompletes at its meeting Tuesday.

The proposal passed this week creates a "dead week" before final exams by advising professors that no assignment for a class should be due later than one week before the last class period of the semester. It also states that no laboratory assignment should be due later than 24 hours after the last laboratory session of the semester.

UNIVERSITY SENATE will take up the dead week proposal at a meeting in November. The Senate will act on a related proposal requiring final exams to be given during a final exam week at its Oct. 21 meeting.

(continued on page 7)

Denison has had at least one major concert in the first two months of five of the last six semesters. Last fall there were two concerts before Nov. 1, John Sebastian and Herbie Mann.

MS. RATHMELL cites a number of reasons for the delay in scheduling the concert. During the summer, she was unable to find a group within Denison's price range that was available for weekends open on the activities schedule and would draw enough students to break even financially.

Social Committee has incurred losses on all but one of the 17 concerts it staged during the last three years. Lack of student interest forced a last-minute cancellation of the Chambers Brothers concert scheduled for last March.

Ms. Rathmell noted that she could have booked Sha-na-na during the summer, but at the time she did not think Denison students would attend the concert. Sha-na-na was rated eighth in the DCGA poll taken in September.

MASON WAS rated seventh in the September poll. Ms. Rathmell feels that he is within DCGA's price range and will go over well with most of the student body.

Mason's agent agreed to lower the price of the perfor-

mance from \$7,500 to \$6,500 because he canceled the original agreement. Social Committee will probably pass this cost reduction on to students by lowering ticket prices from \$4.50, \$5 and \$5.50 to \$4, \$4.50 and \$5, according to Ms. Rathmell.

Mason will probably be the only major concert this semester, says Ms. Rathmell. She does not know what will happen if the Nov. 7 commitment is not confirmed.

MOST GROUPS have been booked at least through October by now. Other weekend activities at Denison such as Greek pledging and fall parties narrow the possibilities for concert dates, she adds.

Ms. Rathmell says that Social Committee is considering having another concert similar to Gene Cotton, who appeared during Parents' Weekend. She noted that more people attended than she had anticipated.

If a less expensive group is scheduled for a concert, ticket prices may be low enough to encourage students to attend, while Social Committee will not be in danger of losing much money if attendance is low.

Social Committee hopes to avoid booking problems next semester by talking to agents in December about February dates.



Black power advocate Stokely Carmichael rallies 4000 blacks at a speech given in Watts, Los Angeles, 1967.

Civil Rights Spokesman Speaks Here Wednesday

by Cathy Horyn

Stokely Carmichael, the black militant who rallied black nationalists in the 1960's with the cry "Black Power!" and later asserted the necessity for an "armed struggle against the white Western empire," will present a lecture Oct. 23 from 2:30 p.m. to 4:30 p.m. in Slater auditorium.

Prior to the lecture, Carmichael will conduct a seminar in the Black Student Union Lounge, the basement of Smith Hall.

CARMICHAEL'S NAME IS SYNONOMOUS with the civil rights movement of the sixties. He rode on the Freedom Riders to Mississippi in 1961, attempting to expose and challenge segregation in interstate travel in the South. He was arrested and spent 49 days in Parchman penitentiary, the first of his thirty some jailings.

After taking his degree in philosophy at Howard University in 1964, Carmichael became an organizer with the southern - oriented civil - rights group SNCC (Student Nonviolent Coordinating Committee).

In the mid - sixties the more militant civil rights organization including SNCC, purged whites from their ranks, changed their goal from integration to black liberation and abandoned the nonviolence. Included in this dramatic change was the election of Carmichael as chairman of SNCC.

(continued on page 7)



the DENISONIAN

VOL. 109

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SPECIAL EDITION



Ron Winters, physics, addressed colleagues at a well-attended faculty meeting Monday.

Faculty Call Decisions Vague; Cite Contradictory Explanations

by Tim Offensend

Administration explanations of tenure denials are vague and contradictory, according to some faculty who were notified of their dismissals last month.

Four assistant professors — Ronald Clark of political science, Frank Slesnick of economics, Joan Straumanis of philosophy, and Ilse Winter of modern languages — have requested and received in writing the administration's reasons for their dismissals.

CLARK SAID THAT in a letter from Provost Brakeman, reasons for his tenure denial were "vague." Furthermore, they seemed contradictory because of Brakeman's praise of Clark's "many fine efforts on behalf of your students" and his "scholarly work," which Clark said alluded to his extensive publishing.

Winter received in writing what she called "generalized" reasons for her dismissal. Later, Brakeman informed her orally that she lacked the "flexibility" to teach interdepartmentally.

On the contrary, Straumanis' involvement in the interdepartmental Women's Studies during the spring semesters of 1973 and 1974 was cited by the administration as evidence that she lacked a commitment to "philosophy as philosophy," according to the AAUP Committee W report.

STRAUMANIS CALLED these grounds "patently absurd" and said that she intends to do what she can to remain at Denison. "I'll pursue this very seriously," she declared.

Straumanis was highly encouraged and supported by the administration during her interdepartmental involvement in Women's Studies, according to the AAUP report. At that time, she assured the Provost that her main concern was to see that a competent person held the Women's Studies position so that she could return full-time to the philosophy department.

Clark felt that the reasons given for his tenure denial seemed purposefully nebulous so that they would be difficult "to repudiate." And Straumanis noted that in the written explanation for her dismissal, the administration refrained from specifying Women's Studies.

ACCORDING TO THE AAUP report, Winter was told in March of 1974 that she had been granted tenure. Three weeks later, the decision was reversed, and she was told that her position she held was declared nontenurable for financial reasons.

(continued on page 6)

Doane Offers Tenure Review

President Smith revealed at a faculty meeting yesterday that all eight faculty denied tenure last month will be given complete and automatic reconsideration. The move was in concurrence with the President's Advisory Board (PAB), which conferred over the weekend with the President, the Provost, and the Dean of the College.

It was also disclosed at yesterday's meeting that the PAB and the administration resolved to form a faculty-administration committee to "review all personnel policies."

The meeting resolved that the joint committee consist of six elected teaching faculty to serve with three members of the administration (President, Provost and Dean of the College).

The resolution provides that at least one woman and at least two individuals who are not tenured serve on the committee and that all work shall be completed by March 20, 1975.

BY THE END of the last week, four faculty denied tenure in January had requested reconsideration of their dismissals by the President, the Provost, and the PAB. They are Emmett Buell and Ronald Clark of political science, Kenneth Klatt of biology, and Joan Straumanis of philosophy.

Yesterday's developments could alter their decisions to ask for reconsideration, however. Yesterday Smith distinguished between this special reconsideration, a process in which the bases for the original tenure denials will not be brought into play, and the traditional reconsideration "appeal," in which the faculty member may contest the grounds for his dismissals.

Thus the eight faculty who were denied tenure last month may wait for the final verdicts in this reconsideration, and if still denied tenure then could appeal for customary re-

consideration. Or a faculty member may ask for this traditional reconsideration now, and contest the grounds for his dismissal.

What role the newly formed joint committee might play in this special reconsideration process is unclear, and so are the procedural steps involved in traditional reconsideration.

FURTHERMORE, both faculty and administration admit to the necessity of a grievance process different from the usual method of reconsideration.

Many of the faculty who were up for tenure this year were uncertain of the various steps in the usual process of reconsideration. Ilse Winter, of modern languages, said, "I have the impression that quite a few people are confused about this." Klatt admitted, "I didn't know anything about the process until now."

Even Provost Louis Brakeman, who was acting president last semester and claimed direct responsibility for the tenure decisions, said, "We're really working out the details of that procedure now."

MEMBERS OF both faculty and administration believe there is a need for a grievance process that involves advisers different from those who enter into the original decisions.

Said Klatt: "The grievance procedure as it is now is the usual situation in an organization which has strong, autocratic leaders. You appeal to the same person or group of

people who made the original decision."

Brakeman concurred that "we can improve upon our procedure for reconsideration. We do feel the need to have a body other than the president's advisory board to be involved in the consideration process."

Smith Urges Flexibility In Letter to Faculty

by Cathy Horyn

President Joel P. Smith, back in office from his first semester leave, disclosed last week in a letter to faculty that he affirms a policy of flexibility, even at "substantial hardship and disappointment," and the need for "collegial responsibility" in making personnel decisions and policies.

The nine page letter outlines Smith's arguments for maintaining flexibility in order to ensure a future of high quality liberal education.

He admitted no administration is "competent to make the decisions itself" and that it was necessary administration and faculty work together on this issue.

SMITH SAW FLEXIBILITY as essential if the college is to preserve a "very high standard of care to the generation who will succeed us." Flexibility is paramount to the dialectical process which predicates different ideas, different perspectives, different thought, Smith said.

In his letter the President compared Denison today with the college ten years past. He saw shifts in faculty and student interest. Their obligations have changed and he cited women's studies and black studies as relative examples of that change. Flexibility permitted those changes, said Smith.

He believes self respect is the most powerful influence on morale at Denison. "In order to have a good morale we must

(continued on page 6)



President Joel P. Smith, back from a sabbatical, stressed the need for flexibility in tenure decisions in a message to the faculty.

Play Lists of Selected WDUB Disc Jockeys

Steve Rolnick, May 22, 1975, 7 to 9:30 am

My Opening Farewell — Jackson Browne
This Could be the First Day — Richie Havens
Thirsty Boots — Judy Collins
If Not For You — Bob Dylan
Love Has No Pride — Linda Ronstadt
Homeward Bound — Simon & Garfunkle
Stage Fright — The Band
You Turn Me On, I'm a Radio — Joni Mitchell
Kind Woman — Buffalo Springfield
These Dreams of You — Van Morrison
You Are the One — Badorf & Rodney
Flight 602 — Chicago
Teach Your Children — CSN&Y
Peaceful Easy Feeling — Eagles
Sunshine — Jonathan Edwards
My Maria — B.W. Stevenson
Day in Sunshine — David Rioridan
I Know — Bonnie Raitt
Done My Cryin' Time — Browne & Gaithwaite
Laugh Don't Laugh — Joy of Cooking
Brandy — Looking Glass
My Old School — Steeleye Dan
For Sentimental Reasons — Daury Koortchura
Nothing Will Ever Take Your Place — Boz Scaggs
You Need a Man Coming to You — Loggins & Messina
Diamond Girl — Seals & Crofts

Norm Cramer, May 20, 1975, 5 to 7 pm

Hey Joe — Spirit
Bicentennial Blues — Ray Manzarek
Everybody's Got Somethin' to Hide — Beatles
Ramble On — Led Zeppelin
Cosmic Wheels — Donovan
California Memories — Tim Weisberg
Pathways to Glory — Loggins & Messina
Still in Love — Sky King
Low Spark of High-heeled Boys — Traffic
Side Tracked — Dave Mason
Sympathy for the Devil — Rolling Stones
O' Lucky Man — Emerson, Lake & Palmer
County Fair — Joe Walsh
Pretty As You Feel — Mason Proffit
The Bruiser — Tim Weisberg
Levitation — Mandel
Hypnotized — Fleetwood Mac
Love, Devotion & Surrender — Santana
Samba De Sausalito — Santana
No Sooner Said Than Done — Benson
From the Beginning — EL&P

Gene Freund, May 21, 1975, 2:30 to 4:30 pm

Take Me Back — Keith Jarrett
T.M. — Charles Lloyd
Corney & Beyond Place — Rahsaan Roland Kirk
Hand Bags & Glad Rags — Gary Burton
Primitivo — Cannonball Adderly
People — Chico Hamilton
Carolina in the Morning — Herb Ellis/Charlie Byrd
Waves — Charles Lloyd
N-42° — Braxton, Corea & Holland
Earth — Joe Henderson/Alice Coltrane
I Say a Little Prayer — Rahsaan Roland Kirk
But Not For Me — John Coltrane
Fran Dance — Miles Davis Quintet/Adderly/Coltrane
Sundance — Keith Jarrett
Do Nothin' Till You Hear From Me — Mose Allison

Jim Estabrook, May 22, 1975, 7:30 to 10 pm

Morning Sky — Dan Fogelberg
Call Me, Tell Me — Pure Prairie League
To Each His Own — America
Can't You See — Marshall Tucker Band
Angry Eyes — Loggins & Messina
Special 49'er Show — A satiric look at the Goldrush & American history produced by persons from the theatre department
Feelin' Alright — Dave Mason
Don't Let Me Down Again — Buckingham Nicks
She's a Woman — Jeff Beck
What You Gonna Do About It — Atlanta Rhythm Section
Statesboro Blues — Allman Brothers
Ain't Nobody's Business But My Own — Taj Majal
Rag Mamma Rag — The Band
Those Fabulous Sixties — National Lampoon
Girl From the North Country — Bob Dylan
Masters of War — Bob Dylan
A Hard Rain's Gonna Fall — Bob Dylan
Troubled Child — Joni Mitchell
In the Morning — Mike Green
Seagull — Bad Company
Everything's Gonna Be Alright — Butterfield
Stormy Monday — Lee Michaels
Under the Falling Sky — Bonnie Raitt



About One-third of the WDJB Staff

Eric Elfrieg, September 20, 1974, 5 to 7:30 pm

Baby Come Back — Equals
 I Will Follow Him — Little Peggy Marsh
 Daydream Believer — Monkees
 He's Sure the Boy I Love — Crystals
 Jumpin' Jack Flash — Rolling Stones
 I Was Made to Love Her — Stevie Wonder
 Day Tripper — Beatles
 Spooky — Classics IV
 Puff the Magic Dragon — Peter, Paul & Mary
 Papa's Got a Brand New Bag — James Brown
 Midnight Confession — Grass Roots
 Tutti Frutti — Little Richard
 Can't You Hear My Heartbeat — Herman's Hermits
 Sweet Talkin' Guy — Chiffons
 Wouldn't It Be Nice — Beach Boys
 Wild Thing — Troggs
 Runaway — Del Shannon
 Can't You See That She's Mine — Dave Clark Five
 Runaround Sue — Dion
 All Summer Long — Beach Boys
 Do the Freddie — Freddie & the Dreamers
 Hang On To Your Life — Quess Who
 Cherish — Association
 Little Old Lady — Jan & Dean
 Society's Child — Janis Ian
 Donna — Richie Valens
 Good Vibrations — Beach Boys
 Under My Thumb — Rolling Stones
 Magic — Lovin' Spoonful

Fire — Arthur Brown
 I'm a Loser — Beatles
 Baby, Now That I've Found You — Foundations
 Set Around — Beach Boys
 Build Me Up, Buttercup — Foundations
 Surfer Girl — Beach Boys
 Bottle of Wine — Jimmy Silver
 California Girls — Beach Boys
 As Tears Go By — Rolling Stones
 Pretty Ballerina — Left Banke
 You're So Vain — Carly Simon
 Help Me Rhonda — Beach Boys
 Mr. Businessman — Ray Stevens
 Strangers in the Night — Frank Sinatra
 Sock It To Me — Mitch Ryder
 Somebody to Love — Jefferson Airplane
 Catch Us If You Can — Dave Clark Five
 I Ain't Got You — Yardbirds
 I Got a Line on You — Spirit
 I Can See For Miles — Who
 Sympathy for the Devil — Rolling Stones
 Walk on the Wild Side — Lou Reed
 Darlin' — Beach Boys
 Return to Sender — Elvis Presley
 Green-Eyed Lady — Sugarloaf
 Satisfaction — Rolling Stones
 Friday on My Mind — Easybeats
 All Shook Up — Elvis Presley
 Little Duece Coupe — Beach Boys
 I Am the Walrus — Beatles

Student Government

Student Government at Denison places a great deal of freedom and responsibility upon the students.

Through the Denison Campus Government Association (DCGA), students budget and direct the main organizations on campus such as the Student Senate, the WDUB radio station, the Denison Film Society, the "Denisonian" newspaper, and the "Adytum" yearbook.

Representation on the University Senate, the Campus Affairs Council, the Academic Affairs Council, the Admissions and Financial Aid Council, and the Priorities Council gives students a voice in directing the College as a whole.

Each college-operated residence hall is run with the aid of student House Councils, student advisers, and the University Residence Council, which is composed of student head residents. The activities and programs of Denison's ten fraternities and six sororities are coordinated through the student-composed Inter-Fraternity Council and Panhellenic Council.

Under this system of government, each student can enjoy broad freedom within the limits of respect for the rights of others and is offered a variety of opportunities in which he or she can express individual interests and responsibilities.

Special Interest Clubs

Departmental clubs exist in almost every field of study, ranging from foreign languages and humanities to sciences and debating.

Religious Activities

Denison encourages religious pluralism and the participation of students and faculty in religious programs.

The College provides an opportunity for worship on Thursday evenings in Swasey Chapel under the direction of the Dean of the Chapel and a student committee. These services are non-denominational and often experimental in nature. They encourage persons to experience and reflect upon the religious dimension of human existence. Attendance is voluntary.

Catholic Mass is offered each Sunday afternoon in the Student Coffee House; the priest is also on the campus several days during the week.

The Jewish Community, a campus organization sponsored by Jewish students and faculty, promotes their cultural experience and participation in worship. A Jewish Rabbi is on campus during each week.

The churches in Granville offer students the opportunity for participation in student fellowships and other aspects of the church and church school programs.

The Denison Community Association (DCA) sponsors a variety of programs for the expression of social and religious concerns through community service projects, field trips, and discussions. DCA assists students of various religious persuasions in organizing groups to foster their own spiritual nurture.

Academically, Denison provides instruction in Christian and non-Christian religions on an elective basis.

Sports Activities

The Athletic Program at Denison is an integral part of the physical education curriculum. Each student is encouraged to participate as fully in intramural and intercollegiate athletics as his or her academic program permits. The College provides professional coaching, excellent training facilities, and athletic equipment and supplies. It carefully supervises all intramural and intercollegiate sports.

In its intercollegiate program for both men and women, the College seeks to compete with institutions of similar size and similar educational and athletic standards.

For men, Denison fields intercollegiate teams in football, soccer, basketball, swimming, track, cross-country, baseball, tennis, golf, lacrosse, and wrestling. It also has Ice Hockey, Rugby, and Sailing clubs (coeducational), and an intercollegiate Bowling Club.

Denison women compete in intercollegiate basketball, bowling, golf, field hockey, swimming (both speed and synchronized club), tennis, and volleyball, as well as in gymnastics, lacrosse, and softball on a more limited basis.

Denison is a member in good standing of the National Collegiate Athletic Association, the Ohio Athletic Conference, and is a district member of the Midwest Association for Intercollegiate Sports for Women.

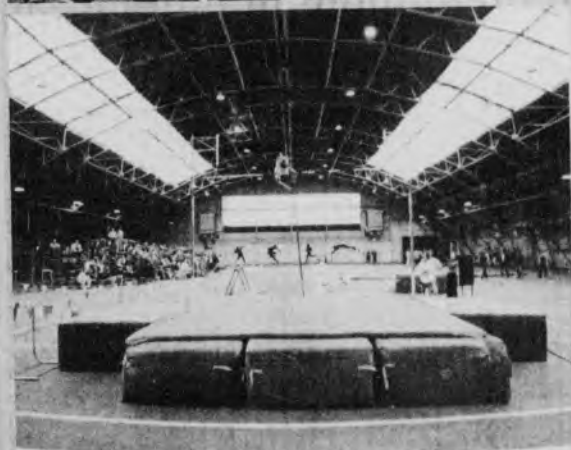
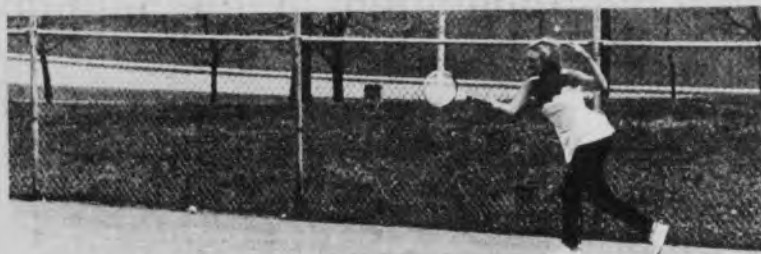
The athletic policy of Denison University is controlled in its entirety by the faculty. The Department of Physical Education operates within the academic budget, and all receipts from and expenditures for intercollegiate contests are handled by the College controller.

Denison's intramural athletic competition is one of the most extensive in the nation. Contest areas for men are football, speedball, basketball, track, wrestling, volleyball, softball, swimming, tennis, golf, handball, paddleball, table tennis, and bowling. Women's intramurals include tennis, racketball, volleyball, and swimming. Coeducational recreation sports include volleyball, tag football, racketball, innertube water polo, volleyball, slow-pitch softball, and tennis.

Facilities for women include separate playing fields for archery, hockey, lacrosse, soccer-speedball, six tennis courts, riding ring and nature trails, and an unusually fine area within the Biological Reserve for Outdoor Education activities. Indoor facilities include a joint use with the men of the Gregory Swimming Pool, Lamson Lodge, Cleveland Hall, and Livingston Gymnasium.

Deeds Field. This area was named for the donor, Colonel Edward A. Deeds of the Class of 1897. It utilizes the natural amphitheatre on the slope to the north of the Chapel. The football field and stadium were built in 1922.





A Guide to Student Living

At Denison it is assumed that each student will exercise a high level of personal maturity, integrity, and self-discipline, and that a respect for the rights and privileges of others in the community will be of paramount concern in such self-government.

Corresponding to such expectations, Denison maintains a minimum of institutional regulations over student life, but strives to provide a maximum of guiding support for student self-determination through concern and advising on the part of faculty, administration, and fellow students.

Denison is a residential college, and as such provides many living options within certain regulating guidelines. There are both men's and women's dormitories on each of the two residential quadrangles. **All freshmen must live in the dormitories and all dormitory residents dine in one of the two College dining halls.** Freshmen room with their first-year classmates but live in the company of upperclassmen, some of whom are specially selected to provide advising to freshmen.

Freshmen are **not** allowed to maintain cars on campus, and no pets are permitted in any dormitory.

Because Denison is a residential college, **students are expected to reside in college housing** (residence halls and fraternity housing). There is a **limited** option for both men and women to live in off-campus housing. Students must obtain approval of the Office of Student Personnel to live off-campus.

Each living unit is self-governing and functions on a basis of cooperation among students and mutual respect between students and administration. Each living unit determines its own policies and regulations concerning conditions for study, hours for coed visitation, and internal governance. In the case of infractions, students are first judged and counseled by their peers under existing House Council provisions.

Generally, then, guidelines for living at Denison are characterized by broad freedoms of self-governance bounded by adherence to state and local law, and by deep respect for the rights of others. A fully detailed explanation of college regulations may be found in "The Undergraduate" which is distributed to all students.

To facilitate the student's decision-making concerning his or her personal mode of living, Denison offers many counseling, guidance, and placement services to which all members of the community have ready access. Denison's counseling and advising programs function to help the student make his or her adjustment to college life as easy and fulfilling as possible. In the dormitories, selected students are given the responsibility of assisting freshmen. In the classroom, faculty members and students share the learning process with a closeness possible only in a small college. Outside the classroom, every student may benefit from a variety of counseling services.

Office of Student Personnel

The Deans of Students have as their primary concerns the adjustment, development, and well-being of the individual student and the administration of policies which relate to student personnel services. The Deans are available to individual students to discuss personal problems that are normal to all college students and to assist the student in finding and making use of the resources of the College to his or her best advantage as an individual and as a member of the campus community. In addition, the Deans of Students serve in an advisory capacity to student organizations.

Psychological Counseling

In line with the belief that one central aspect of learning is a developing awareness of one's own self and one's relationship to others, Denison provides for the full-time services of a professionally qualified Clinical Psychologist. On a confidential basis, the Director of the Psychological Clinic is available and directly accessible to all students for conferences of a highly individualized and personal nature. In addition, he assists faculty, student personnel staff, and student advisers in their counseling roles.

Academic Advising of Freshmen

A freshman is assigned to a selected faculty adviser, who will advise him or her through the first two years or until a major field is chosen. After choosing a major field, the student is assigned to a faculty adviser in the department in which he or she has chosen to major. The faculty adviser helps the student plan an academic program consistent with the aims and obligations of a liberal arts education, and a program which is in keeping with the student's abilities, aptitudes, and aspirations.

Student Advisers

In the residence halls student advisers, a selected group of upperclass students, help freshmen to understand many aspects of college life. Two Assistant Deans of Students serve as residence advisers. The head residents in each hall also advise students.

Center for Black Studies

The Center for Black Studies provides counseling for the particular needs or problems of black students. The Center is staffed by the Director and his Assistant. A reference library is coordinated through this office. The center also provides post-graduate fellowship information for black students.



Parents' Weekend



June Orientation

Special Education Services

Several extra-classroom services are available through the Office of Student Personnel to students for the enhancement of their academic performance. These services are available to any student wishing to improve his or her study skills and reading efficiency or comprehension. They include:

□ **Diagnostic and Skill-Building Lab** — A staff member, a self-instruction lab, and other services designed to help students assess their learning skills are available. Self-instruction materials are prescribed for students wishing to strengthen their skills.

□ **Tutoring** Tutoring for students having academic difficulty in introductory courses is available free of charge for students on financial aid. All other students will be expected to pay the student tutor the established hourly rate.

Career Counseling Services

The Office of Student Personnel in cooperation with faculty advisers and the Office of Vocational Services provides counseling service for students on the various career and life options throughout the student's years at Denison. Special testing for personal interest and aptitude, special seminars and discussion groups, as well as a variety of off-campus study options, provide opportunities to the student to better understand himself or herself, his or her interests and personal capacities, as a guide to thoughtful career choice.

Teacher Placement

Denison's Department of Education maintains a separate appointment service to assist graduates seeking first teaching positions and in transferring to better positions upon evidence of successful experience.

Vocational Placement

Students seeking employment in business, industry, or government service upon graduation may make arrangements through the Office of Vocational Services to interview college recruiters. A reference file for each student is maintained in the office upon request.

As a participant in the GRAD computerized placement service operated by the College Placement Council, the office can serve effectively alumni seeking employment.

Student Health Service

Denison recognizes its responsibility for the health and well-being of its students by providing medical service, adequate health instruction, and the efficient administration of dining halls and residence halls. A College Physician and four registered nurses comprise the staff of Whisler Memorial Hospital. Prompt medical attention is available and an up-to-date clinic is maintained. A trained nurse is on duty at all times.

Veterans Services

Students who have been in a branch of the military service or those who are sons or daughters of deceased veterans may secure assistance through the Office of Student Personnel.

Graduate School Advising

A majority of Denison students seek additional training in professional and graduate schools after being graduated from the College. The Registrar has been selected to give guidance to these students, in addition to counsel given by the departmental adviser. The Registrar's help includes advising on educational and vocational problems; information about advanced programs of study in graduate and professional schools; and the opportunities for scholarships, fellowships, and assistantships.



Black Arts Festival



African Drum Group



Members of the Black Student Choir with Quodlibet, a former Denison Band



Parents Talking with Students about Careers during Parents' Weekend





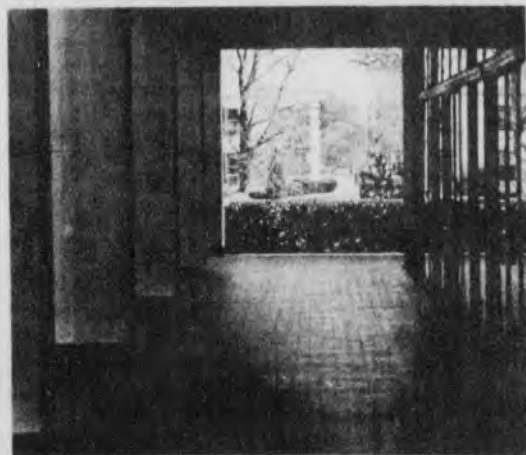
East Quad of Dormitories



Shorney Hall



Burton Hall



Behind Slayter Hall



Academic Quad



CORRECTION!!!

The previous document(s) may
have been filmed incorrectly...

Reshoot follows



Black Arts Festival



Parents Talking with Students about Careers during Parents' Weekend



African Drum Group



Members of the Black Student Choir with Quodlibet, a former Denison Band





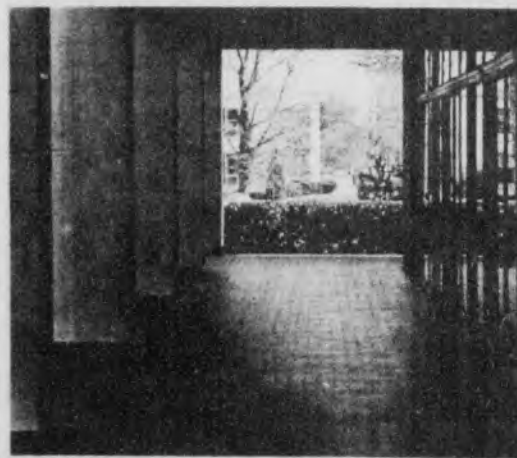
East Quad of Dormitories



Shorney Hall



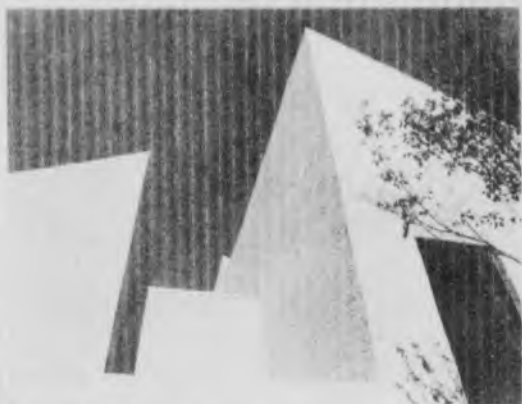
Burton Hall



Behind Slayter Hall



Academic Quad



Burke Hall of Music and Art



Curtis Dining Hall



Library, Herrick Hall and Life Science



Physical Education Center



Granville



Countryside Around Granville

The Campus

Denison's campus, which consists of 1,000 acres on College Hill and adjacent land in both the valleys to the north and south of the hill, provides ample space for expansion.

On the horseshoe-shaped ridge the major academic buildings are at the center — the library, classroom buildings and laboratories, the college union, and the chapel. At the east end are eight residence halls — one incorporating a dining hall, and the college hospital. To the west are three residence halls, a dining hall, and ten fraternity chapter houses.

In the valley directly north of the ridge lie the extensive athletic and recreation fields and the buildings providing facilities for various sports.

On the Lower Campus to the south of the ridge are the buildings used for the Fine Arts and five sorority chapter houses. The other sorority chapter home is in the next block.

Sororities maintaining chapters at Denison are Kappa Alpha Theta, Delta Delta Delta, Kappa Kappa Gamma, Alpha Phi, Delta Gamma, and Pi Beta Phi. Their chapter homes are used for social purposes only, not as residences for students. Fraternity chapters at Denison are listed below.

Living Units

Denison recognizes the experience of group living as an important part of a college education. To that end the College operates residence halls and provides food service for both women and men students. Most of the rooms accommodate two students each, but many of the upperclass women live in suites for three or four students. Upperclass men may live in one of 10 fraternity chapter houses. Both upperclass men and women may elect to live off-campus through a quota system.

East Quadrangle of Student Residences

Located on College Hill, at the eastern end of the ridge, it consists of eight residence halls, accommodating approximately 545 women and 405 men. Women live in Shaw, Beaver, Sawyer, Huffman, and Shepardson Halls and Gilpatrick House, and men reside in East and Crawford Halls.

West Quadrangle of Student Residences

Located on College Hill, at the western end of the ridge, it consists of four residence halls, accommodating approximately 350 women and 225 men. Women live in Curtis West and Shorney Halls while men reside in Curtis East and Smith Halls.

Lower Campus Student Residences

Housing units on the Lower Campus are Monomy Place, Monomy Cottage, and King Hall.

Fraternity Housing

Fraternities with chapters at Denison are Sigma Chi, Beta Theta Pi, Phi Gamma Delta, Kappa Sigma, Phi Delta Theta, Delta Chi, Lambda Chi Alpha, Sigma Alpha Epsilon, Delta Upsilon, and Alpha Tau Omega. The 10 chapter homes house upperclass men.

Buildings

□ **Swasey Chapel** with its stately tower dominating the Denison campus, serves as a landmark to travelers approaching Granville. Swasey Observatory, built in 1910, stands directly east of the Chapel.

□ **Beth Eden House** is the large, white house just west of Swasey Chapel. It houses the Admissions and Financial Aid offices. Parking is available in the lot east of the Chapel.

□ **William Howard Doane Library** — This structure stands at the west end of the Academic Quadrangle. The library has in excess of 200,000 volumes not counting government publications, which bring the total to 360,000 volumes. Periodicals received exceed 1,200 and an extensive collection of phonograph records is maintained. In order that the library may best serve the total needs of the student, the general book collection in the stacks is open to every student. Study space is provided for more than 550 persons, including 250 individual tables or carrels.

□ **Doane Administration Building** — The one-time academy building contains most College offices.

□ **Life Science Building** is used by the Department of Biology.

□ **Barney Science Hall** — It is used by the Departments of Geology and Geography, Mathematical Sciences, and Physics.

□ **Ebaugh Laboratories and Herrick Hall** — This complex, opened for use during the 1966-67 academic year, houses the Chemistry department. It contains a three-story laboratory block, offices, classrooms, library, and the 292-seat auditorium section.

□ **Denison Fellows Hall** — The Departments of English, History, and Modern Languages are housed in this unit. In addition, the Computer Center is located in this building. The unit is directly south of the Life Science Building.

□ **Blair Knapp Hall** — Provided in this facility are classrooms and office space for the Departments of Education, Sociology and Anthropology, Economics, Speech Communication, Political Science, Religion, Philosophy, and Psychology.

□ **Slayter Hall** — This College Union building contains the Bookstore, mail room and individual boxes for all students, lounges, bowling lanes and other recreational facilities, the college Snack Bar, offices for student organizations and the Dean of the Chapel, meeting rooms, and a 300-seat auditorium equipped for motion pictures.

□ **Whisler Hospital** — Located near the East Quadrangle of student residences.

□ **Colwell House** — This Building houses the Alumni, Development, and News Services and Publications offices and the Bandersnatch, student-operated coffee house. It is located west of the East Quadrangle.

□ **Cleveland Hall** — Located on the south slope of College Hill near the Lower Campus, this building accommodates physical education courses, recreational activities, studio art courses, and dance performances.

□ **Theatre Arts Building** — On College Street on the Lower Campus, it contains the workshop for building scenery and making costumes with ample space for storing both scenery and costumes, and a 200-seat auditorium, the Ace Morgan Studio Theatre. Its library contains the Ethel R. Outland Theatre Collection.

□ **Burke Hall of Music and Art** — This new facility, completed and dedicated in the fall of 1973, houses a new recital hall, workshop theatre, and art gallery with related seminar and storage areas.

□ **Other Lower Campus Buildings** — are the Doane Dance Building; Burton Hall, which houses the Department of Music; the Arts Annex; King Hall, a residence hall; and Stone Hall, apartments for faculty, staff, and married students.

□ **Physical Education Center** — Located just east of Deeds Field, it serves a variety of College and community uses. The only section named when the building was erected was the Alumni Memorial Field House. This portion contains the newly-surfaced, rubberized asphalt indoor track and the undercover practice area for football, baseball, tennis, and other teams.

The remainder of the building, Livingston Gymnasium, contains a completely modern gymnasium with apparatus and equipment rooms, classrooms, offices, and a spacious basketball court capable of seating 3,000 spectators.

In 1962 the Gregory Swimming Pool was completed. It serves the needs of both men and women.

On the north campus at the center of the women's athletic grounds is Lamson Lodge. It serves as a shelter house and recreation classroom.

Affiliations and Finances

Special Affiliations and Resources

The Biological Reserve

The Denison University Biological Reserve is a 350-acre Laboratory of the Environmental Sciences that comprises the northeast corner of the campus. Divided into three sections — the 170-acre Environmental Laboratories, the 50-acre Norpell Woods, and the Taylor-Ochs Tract — the Reserve offers students and faculty of any department the opportunity to study, teach, or do research in the out-of-doors. The basic program is dedicated to the inherently complex study of the effect of human activity on the ecology of natural systems. Facilities include an office, laboratory-shop, meteorological station, a comparative psychology field laboratory, and plots for the long-term study of plant succession, fire ecology, animal behavior, and an outdoor education area. Work at the Reserve is under the administration of a Director, an Advisory Board, and a Student Committee.

The Computer Center

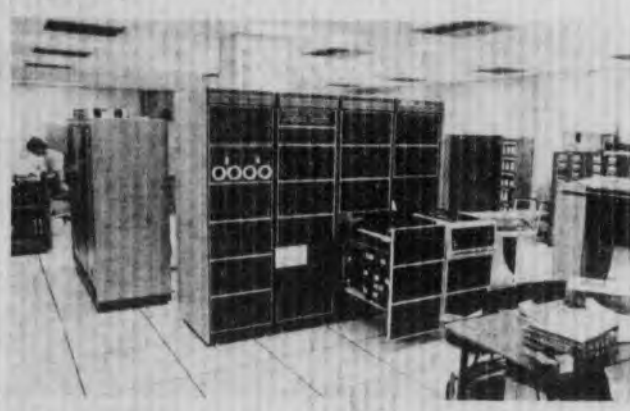
The Computer Center was established in 1964 to meet the growing research needs of students and faculty. The Computer Center is located in a separately air-conditioned area in Denison Fellows Hall. The Center houses a powerful PDP 11 model 45 time-sharing system with 15 public terminals, a line printer, card reader, five magnetic tape drives, and 80 million characters of on-line disk storage. Ten terminals are centralized in Denison Fellows Hall and others are in Blair Knapp, Life Science, Barney Science, and Ebaugh Laboratories. All academic and business data processing is performed on this system.

Student assistants play a large role in maintaining the day-to-day operation of the system. In this capacity, students receive training in all facets of computing activities ranging from key punching to system design. Formal courses in Computer Science are offered by the Department of Mathematical Sciences.

From the initial use in research areas, computing activities have grown to include many applications in academic courses in the Natural and Social Sciences. Many administrative systems are also in use. There is currently a heavy investment of effort in exploring the expansion of teaching opportunities that may be obtained from computing facilities.

The Center is active 24 hours a day and may be used by any member of the Denison Community. All students wishing to do so may obtain account numbers for the system. Current policy on allocation of system resources may be obtained from the Director.

62	General instruction
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100	General instruction



The Great Lakes Colleges Association

This association was formed in 1961 as a cooperative venture for the improvement of higher education in its member colleges. Denison is one of the original 12 private liberal arts colleges which comprise the GLCA. Since its inception, the GLCA has established numerous programs, including several off-campus study centers within the United States and overseas.

The Inter-University Consortium for Political Research

This consortium is a part of the Survey Research Center of the University of Michigan — the largest political data archive of its type in the world. Members of the Denison faculty may receive material through the Consortium for use in class projects and individual research.

The Denison Scientific Association

Established in 1887, the association issues the "Journal of the Scientific Laboratories" and meets for the presentation of scientific papers by faculty and students. The "Journal," founded by Professor Clarence Luther Herrick in 1885, is circulated internationally.

Campus Periodicals

Periodicals published at Denison include the "Journal of the Scientific Laboratories" (1885); the "Psychological Record" (1959), quarterly journal dealing with theoretical and experimental psychology, and the "Journal of Biological Sciences" (1964), research, attitudes, and book reviews.

A monthly publication, "denison" was established in 1941. Enlarged in 1953, it circulates free of charge among alumni, trustees, faculty, students, parents of students, Baptist ministers of Ohio, principals, headmasters, and guidance officers of secondary schools, and a host of

other friends of Denison.

The Alumni Office publishes a quarterly journal, "The Alumnus," sent to graduates and former students.

Assets and Finances

As recorded June 30, 1974, the total market value of Denison's endowment fund assets was \$16,308,000. The stated value of Denison's land, buildings, books, and equipment is \$27,435,000. This, however, is a conservative figure. It is based on actual building cost. The balance sheet shows total assets of \$50,758,000 at book value.

Endowment has been acquired through gifts and bequests. Several modern buildings have been financed through capital-gifts campaigns. Endowment income plus gifts and grants are necessary to underwrite the educational budget to the extent of approximately \$800 per student per year. Nationwide solicitation called **The Annual Support Program**, which involves both alumni and parents of current and former students, has helped to raise these funds. This source approaches \$500,000 annually, about 50 per cent coming from parents. No college in the nation has, as yet, claimed comparable parental support.

In the college year 1973-74, educational and general expenses, excluding auxiliary enterprises, amounted to \$7,235,000. Income from tuition and fees totaled \$5,581,000. The difference of \$1,654,000 between student income and educational and general expenses comes from endowment, gifts, and grants.

The increase in the total budget over the past five years is an indication of Denison's growth since 1970. In that year, the total budget, auxiliary enterprises included, was \$7,826,000. The total budget for 1974-75 was slightly over \$10,000,000.

During 1973-74, \$788,000 was expended for scholarship assistance. The corresponding figure was \$682,000 in 1970. In addition to this aid, there was substantial amounts of student loans and a significant student employment program. Neither of these latter two forms of student aid is included in these figures.

denison friday

May 9, 1975

- 7:30 am OAC Men's Golf Championships, Granville Inn Course
 11:00 am OAC Men's Tennis Championships at Wooster
 11:00 am OAC Men's Track Championships at Berea
 3:00 pm Denison Scientific Association, Dr. Esther Thorson, "Attentional Processing: Identification and Manipulation of Three Preparation States," Barney Science 102
 4:00 pm Humanities Conference, "Personal Values in an Impersonal Society," Opening Address by John William Ward, President of Amherst College, Fellows Auditorium
 4:30 pm Jewish Sabbath Service, Bandersnatch
 7:00 pm Black Arts Festival, music-poetry-dancing, Denison's Malykia Singers, African Dance Troupe, and Drumming Group, sponsored by Black Student Union, Burke Hall
 8:00 pm Denison Film Society, "King of Hearts," Slayter Auditorium
 8:15 pm Humanities Conference Forum, "Making Political Institutions Responsive," Speaker: Eleanor Holmes Norton; Panel: President Ward, Jules Steinberg, and Charles F. Wilkinson; Moderator: John F. Kirby, Fellows Auditorium
 10:30 pm & Midnight = Stuber and Goldsmith FOLK MUSIC, Bandersnatch (25c)

A N N O U N C E M E N T S

- TODAY:** ELECTIONS for University Councils and Boards, 9 am-3 pm, Doane 305.
 HUMANITIES CONFERENCE OPENS, 4 pm.
 PREVIEW of the Potpourri from the Denison Collection, 2-4 pm, Burke Hall Gallery.

"An Evening of Renaissance Music and Dance" is scheduled for Wednesday, May 14, 8:15 pm in Cleveland Hall, performed by The Ohio State University Collegium Musicum Renaissance Ensemble, directed by Martha Maas, School of Music, and The O.S.U. Renaissance Dancers, directed by Angelika Gerbes, Department of Dance.

WANTED: Certified scuba divers to assist with open water checkout dive Sunday morning, May 25. Contact Ted Barclay, Ext. 584.

HOMEcoming COMMITTEE MEETING has been rescheduled for Monday, May 12, 1:30 pm in the DCGA Office.

AUDITIONS for WDUB will be Monday, May 12, 2:30-5 pm and 6:30-8 pm; and Tuesday, May 13, 2:30-5 pm. Call Eric Eifrig, Ext. 349

EXHIBITION OPENS SUNDAY, May 11, 2-4 pm in Burke Hall Gallery, presenting Chinese Robes, Medieval Manuscripts, Fourteenth Century Thai Pottery, and Printmaker Warren Davis.

ON EXHIBITION NOW are paintings-drawings-sculpture by Kit Riedl '75, Burke Hall Upper Gallery.

A Section of English 372, Shakespeare, has been opened by the English Dept. for Fall Semester '75. It meets at 12:30 pm MTWTh and is open to any student who has taken English 102 or a 200-level English course. Satisfied G.E. requirement in Lit. Please see English Dept. secretary.

SENIORS' COMMENCEMENT ANNOUNCEMENTS are expected on campus next week, May 12-16.

C O M I N G E V E N T S

SATURDAY

- 9 am-2 pm GRANVILLE BAND DAY, bake sale-flea market-car wash, downtown Granville
 9:30 am HUMANITIES CONFERENCE FORUM, "Making Cultural and Religious Institutions Responsive," Speaker: Robert N. Bellah; Panel: President Joel P. Smith, Gary Snyder, and Patricia Stonebutner; Moderator, David Woodyard, Fellows Aud.
 10:00 am WOMEN'S TENNIS vs. Wooster, Tennis Courts
 10:30 am-4:30 pm VOLLEYBALL/BASKETBALL TOURNEY, sponsored by BSU, Physical Education Center
 11:00 am OAC MEN'S TENNIS CHAMPIONSHIPS at Wooster
 11:00 am OAC MEN'S TRACK CHAMPIONSHIPS at Berea
 11:00 am MEN'S LACROSSE vs. Michigan State at East Lansing
 1:30 pm MEN'S RUGBY GAME vs. Hiram, IM Field
 2:00 pm HUMANITIES CONFERENCE FORUM, "Making Economic Institutions Responsive," Speaker: Daniel R. Fusfeld; Panel: William T. McConnell, Steven Minter, and Brendan Sexton; Moderator: Larry Ledebur, Fellows Auditorium
 8:00 pm DENISON FILM SOCIETY, "King of Hearts," Slayter Auditorium
 8:15 pm HUMANITIES CONFERENCE CONCLUDING ADDRESS, Professor Bellah, Fellows Auditorium
 8:15 pm SPRING CONCERT, Denison Dance Department, Burke Hall Theatre
 10:30 pm & Midnight = FOLK MUSIC, Stuber and Goldsmith, Bandersnatch (25c)

SUNDAY

- 2:00 pm SPRING CONCERT, Denison Dance Department, Burke Hall Theatre
 2-4 pm EXHIBITION OPENS, Potpourri from The Denison Collection, Burke Hall Gallery
 3-5 pm RECEPTION honoring retiring faculty, Slayter Hall 2nd floor Lounge
 4:00 pm CATHOLIC SERVICE, Bandersnatch
 8:15 pm SPRING CONCERT, Bach's "St. John Passion," Denison's Concert Choir-orchestra-soloists, Swasey Chapel

I CAN'T TELL YOU WHAT DENISON IS; YOU'LL HAVE TO FIGURE IT OUT FOR YOURSELF. I CAN GIVE YOU A FEW IDEAS, THOUGH: DOGWOOD TREES, DOGS, BICYCLES, BACK ISSUES OF TIME MAGAZINE, FRISBEE ON THE QUAD, FRISBEE AT 3 A.M. IN THE NEWSPAPER OFFICE, A WALK ALONE AT DAWN, FINDING A FRIEND, LOSING ONE, BLUE BOOKS, COMMITTEES, BEER BLASTS, AN EMPTY MAILBOX, A WHITE-WALLED ROOM FILLED WITH THE NOISE OF TYPEWRITERS. NO ONE ELSE WOULD DESCRIBE IT THAT WAY, AND I WOULD TELL YOU SOMETHING DIFFERENT ANOTHER TIME.

DENISON TRIES TO LULL YOU TO SLEEP SOMETIMES; THE RAIN GETS YOU DOWN OR THE SUN PULLS YOU OUT TO PLAY; PROFS TEACH YOU TO TAKE NOTES INSTEAD OF TO THINK; NO ONE WILL TELL YOU THAT YOU HAVE TO DO ANYTHING; EVERYONE WILL TELL YOU TO "BLOW IT OFF." IN SOME WAYS IT HAS NO CONTROL OVER US — COME AND GO AS YOU PLEASE, SMOKE DOPE, DESIGN YOUR OWN MAJOR. BUT THE SUBTLE CONTROLS ARE THERE — PUT IN FACE TIME, GET INTO GRAD SCHOOL, DON'T CHANGE THINGS TOO MUCH. ITS TRADITIONS ARE LAUGHABLE (ESPECIALLY FRATERNITY-SORORITY EXTRAVAGANZAS); ITS CONSERVATISM FRUSTRATES WOULD-BE INNOVATORS.

BUT THE PLACE HAS POTENTIAL. YOU CAN DO WHAT YOU WANT, BE A SPORTS STAR OR RUN THE NEWSPAPER, OR PRODUCE A PLAY, OR TEACH A DOG TO PLAY LACROSSE. WHATEVER IT IS, YOU HAVE TO FIND IT YOURSELF AND DO IT YOURSELF — DON'T TAKE MY WORD FOR IT.

Peggy Polanski

In looking about it is not hard to see that one is faced with a myriad of choices once one has decided to go on to college. The endless search for that perfect school often ends in a blurred mass in which the person can no longer pick from his memory the distinctive characteristics of the colleges he has seen. And so it is with the liberal arts college, there are hundreds of them and it is hard to note differences in the academic or physical make-up of any of these schools. There are many colleges that are equal to Denison if just these general criteria are looked at. But yet Denison, in my mind, does stand out from this "blurred mass" as a distinctive institution of higher learning. It does so through the people that fill out those academic and physical structures. People that show an interest and a concern for the welfare of the Denison Community. To the individual, people who one will interact intimately with, share experiences, defeat, elation, and frustration with. There is a willingness to communicate, to transmit thoughts and ideas, amongst these people, whether they are students, faculty, or administration. Through this communication stifling barriers of academic tradition are broken and all concerned are exposed to the opportunity for enrichment, for understanding, for growth.

James Shadbrook

For the past four years, (minus one semester), I have been a student at this school. I wanted a liberal arts education, and that is just what I have gotten - with courses from Modern Dance and Black History to Contemporary European Literature. At the same time, Denison offered me the option of devising my own major, "The Psychology of Speech," which mixes two departments, and which I am using as the basis for graduate work in speech pathology. I took one semester at another school, with a better department in my major. But, even though I knew it would be more advantageous for me to remain there, I found that my friends outweighed the courses that I would have stayed to take. I have been lonely at times - but who isn't? Undergraduate school, for me, has been a chance to share living experiences with other people. The "other" school didn't seem to offer that possibility. I feel I've gotten the best of many worlds - a good, liberal arts education, a major to fit my own specific needs, a multitude of outside activities, and the close friends that I hope will stay with me throughout life. Who could ask for more?

Midge Darin

There are a variety of reasons for my eventual selection of Denison as the place. I would remain for four very important years of my life. One of the first things that struck me was the diversity of the student body. On my freshman floor we had accents ranging from a southern drawl to a New Jersey slang; those who dressed in jeans and tee shirts and some whose wardrobe was selected straight from the pages of Glamour; many who went Greek, many who didn't - yet we all lived and worked in what was almost complete harmony. Denison offers the chance to be exactly what you are and not worry about it.

This holds true in the academic area also. If you discover that you want, for example, to major in psychological therapy through children's theatre, you can design your own major. If you have a special talent you want to share - teach a course (experimental college). If you want to travel - go to Europe for a semester. The opportunities are vast and always there. Now that my undergraduate education is half over I feel that after two more years I'll be ready to leave. However at that time I know I will have a strong background that will assist me in anything I may choose to do. This not only includes the "knowledge" part of my education but also the lifelong friendships that eventually develop. I'm not saying that I just love Denison every second of every day. There are times when I'd rather be any place but here. But by midsummer - getting back to Granville, to work, to my friends - even to the rain, is all I can think of.

Samie F. Hansen



To cultivate oneself one must rectify the heart, but that involves making thoughts sincere, and that in turn involves extending knowledge by the investigation of things.

Tseng Tzu

Plan of Study

The faculty at Denison attempts to help students to become self-generating learners, affirms the central importance of intellectual achievement, expects students to achieve some understanding of the broad forms of intellectual activity through a program of general education and to achieve proficiency in some particular area of knowledge.

To these ends a graduate of Denison will have done at least the following:

- ☐ earned 127 semester hours of credit;
- ☐ earned a cumulative grade-point average of at least 2.0, both overall and in the major field;
- ☐ taken approximately 13 courses from a variety of areas of knowledge as a part of the general education program;
- ☐ majored in some area — either in a department, or an interdepartmental or an individually-designed area;
- ☐ successfully completed a comprehensive experience in the major field;
- ☐ successfully participated in at least two January Terms;
- ☐ resided at Denison for at least six semesters.

Please note that qualifications and further clarification of these requirements appear in various following sections. These requirements apply to all students, unless otherwise noted in the following sections. Note exceptions, in particular, for Bachelor of Fine Arts and Bachelor of Music candidates.

Degrees Available at Denison

Bachelor of Arts

A candidate for the Bachelor of Arts Degree who majors in one department must successfully complete a minimum of 24 semester-hours of work. The **maximum number** of credit hours which may be taken in the major by the end of the junior year is 32. Hours in excess of 32 will not count toward the degree.

These maximums do not apply to an interdepartmental or individually designed major. Maximums in these cases are to be worked out with the student's adviser and others.

Bachelor of Arts candidates shall be free to plan their senior program, in consultation with their adviser, to suit individual needs as to depth and breadth of study.

Bachelor of Science

A candidate for the Bachelor of Science Degree may concentrate in any of the following fields: Biology (Botany or Zoology), Chemistry, Earth Science or Geology, Mathematical Sciences, Physics (Astronomy), and Psychology.

A candidate for the Bachelor of Science degree may earn a maximum of 70 semester-hours in the major field and specified related area requirements. At least 24 hours must be earned in the major field.

A student who wishes to concentrate in a general field, rather than one department, shall take a minimum of 36 semester-hours from two or three closely related departments with not less than 15 semester-hours, ordinarily in sequence, in one of these departments. (See also the Transdepartmental Majors.) A student who wishes to concentrate in a general area must make his or her choice not later than the beginning of the junior year. Ordinarily the choice of a major in a single department is also made not later than the beginning of the junior year.

Bachelor of Fine Arts

A candidate for the Bachelor of Fine Arts Degree will major in art, dance, music or theatre and film and is required to take a minimum of 40 credit hours in that major. The program will be planned with a departmental adviser.

A student may design a joint or combined major involving more than one Fine Arts Department. In addition a student will take a minimum of 15 credit hours in any of the following areas, other than the major area of concentration: art history, dance, music, theatre, film, photography, studio art.

Each student will take a minimum of 16 hours credit from the courses listed as a part of the general education program outside the fine arts. Special procedures may apply to students who seek admission as BFA candidates.

Bachelor of Music

A candidate for the Bachelor of Music Degree should make this decision known, if possible, when he or she is admitted to Denison, and certainly not later than the end of the freshman year.

General Education requirements for the Bachelor of Music degrees in Applied Music and Theory-Composition must be taken from the following areas of the present General Education distribution system: one course in English, one in History, one in Fine Arts (other than in music), one in Philosophy & Religion, one in Social Sciences, and one in Science or Mathematical Sciences. In addition, the student must satisfy the present foreign language requirement. A minimum of three hours credit must be taken in each area.

A student planning to teach Music in the public schools will elect Education 213, 217, 315-316, 415, and 420. (See Music departmental section of catalog and course description book.)

Graduation With Honors

A student who meets the general college requirements and the particular requirements for any one of the above degrees may graduate with Honors. There are three levels of Honors.



Some Denison Faculty Members

Highest Honors

This highest distinction is accorded to students who earn a cumulative grade point average of 3.8 and receive an A grade on their honors project and the recommendation of their major department or appropriate committee in the case of an interdepartmental major.

High Honors

This second highest distinction is accorded to students who earn a cumulative grade point average of 3.6 and receive an A grade on their honors project and the recommendation of their major department or appropriate committee in the case of an interdepartmental major.

Honors

This third distinction is accorded to students who earn a cumulative grade point average of 3.6 and receive the recommendation of their major department or appropriate committee in the case of an interdepartmental major or earn a cumulative grade point average of 3.4 and receive an A or B on their honors project and the recommendation of their department or appropriate committee.

Please note: The grade point average is computed on the last six or eight semesters, whichever is higher. Departments will explicitly state, late in the second semester of the senior year, that the student is recommended for honors with no qualifications. This recommendation will be based in part upon the student's performance in departmental and related courses, and in part on his or her having exhibited an outstanding breadth and depth of understanding in the field of study. An Honors Project is a distinct and separate part of Honors and may not itself satisfy the requirement, nor be the factor on which the department makes its recommendation.



General Education

A life based on rational and humane self-determination, to which all liberal education aspires, requires those skills and understandings of ideas, principles, and methods most common to the major realms of modern knowledge.

In recognition of this need, Denison offers a program of General Education, usually fulfilled in the freshman and sophomore years. Students must take certain courses from this program regardless of major field. It is designed to expose the student to broad areas of knowledge that should contribute to the dual goals of vocational success and a happier, more intelligent mode of living.

In consultation with their advisers, students should devise an educational plan designed to bring together their own interests, the expectations of the faculty in the area of general education, courses related to the chosen major and additional elective courses.

In some cases courses from the general education area must be taken in the freshman or sophomore years. Furthermore, since we are eager to build on the academic work students have done before coming to Denison, students may either waive and/or receive credit in these areas by Advanced Placement or Proficiency Testing.

To fulfill faculty expectations in general education a student must choose from the specified courses in each of the following areas:

☐ English and Literature

English 101 and one literature course offered by the departments of Modern Languages or in the Classics Program.

☐ Fine Arts

One course chosen from Music 101, 201-202; or Theatre and Film 103, 105, 111, 215, 323, 324, or 325; or Art 101, 103 (sections one or two), any Art History course.

☐ Foreign Language

Proficiency at a certain level is required. It may be demonstrated in a variety of ways: successful completion of an advanced placement or proficiency test; at least four years of one foreign language in high school; various combinations of courses at Denison, depending on background and competence — from a three-credit course to two four-credit courses. The Foreign Language Requirement may be satisfied with a classical or modern language. (for details see Foreign Language Requirement in Modern Languages departmental section of catalog) OR by petition, a two semester course in Linguistics.

☐ Philosophy and Religion

One course chosen from Interdepartmental 18; or Philosophy 101, to be taken in freshman year, or Religion 101, 102, or 103, to be taken in the freshman or sophomore year; or Religion 210, 211, 212.

☐ Science

Three Introductory one-semester courses in 3 different departments chosen from Astronomy 100a or 100b; Biology 100, 110, 111, or 112; Chemistry 100 or 201; Geology 105 or 111; Mathematics 101 or 102; Physics 100 or 121; Psychology 101; or Interdepartmental 100.

☐ Social Sciences

Two courses chosen from Economic 200, any Political Science course, or Sociology 207, 330.

☐ History

One course chosen from History 201, 202, 221, or 215.

☐ Oral Communication

Proficiency in Oral Communication is required. This may be demonstrated through a special test during the freshman or sophomore year. If this is not done, one course must be chosen from the following: Speech Communication 101, 110, 113, 218, 221, 222, 223, 227, or 304, or Theatre and Film 101, 113, 229, 230, 231, or 232.

☐ Recommended Course

In addition, a student must elect at least one 3- or 4-credit course from the following group but in a **different discipline** than that used to fulfill the other general education requirements:

Fine Arts — any of the above listed courses

Mathematical Sciences 123 or Philosophy 105 or 312

Philosophy and Religion — any course at the 200 level or above to be taken in the junior or senior year

Social Sciences — any of the above listed courses

Please note:

A course as referred to above may be for either 3 or 4 credit hours.

These requirements vary for the BFA and BMus degrees. It may be that successful completion of a freshman or sophomore seminar may also meet some of the above requirements.

The Major

The Denison faculty believes the achievement of some competence within a particular field or in combined fields or some study of a particular issue or problem in depth is essential for an educated person. In discussions with their advisers, students should look ahead to possible majors and make their choices before entering the Junior year.

Four options are available: the Departmental Major, the Interdepartmental Major, the Individually Designed Major, and the Concentration.

The Departmental Major

The following departmental majors are offered:

Art
Biology
Chemistry
Dance
Earth Science
(see Geology)
Economics
English — Literature
or Writing
Geology
History
Mathematical Sciences
Modern Languages —
French, German,
Russian, or Spanish
Music — Applied Music,
Music Education, or
Theory and Composition
Philosophy
Physical Education
Physics
Political Science
Psychology
Religion
Sociology
Speech Communication
Theatre and Film

The particular requirements are described in the departmental section of the Catalog and in the College Course Description Book.

The Interdepartmental Major

There are six developing interdepartmental majors. Some of these are fully developed. Others are in the process of being developed and a full description is not possible here.

A student may major in:

Black Studies
Classical Studies
East European and Soviet Studies
Latin American Area Studies
French Area Studies
Urban Studies

Courses available in each of these majors are outlined in the departmental section of the Catalog.

The Individually Designed Major

Approval of a proposal for a major will be based on the following criteria:

- ☐ At least 20% of the total number of hours taken by the student must be in the program declared as a major.
- ☐ While there is no upper limit on the total number of courses which may be taken in an individually designed major, a student may take no more than 40 hours in one department for the BA and BS degree.

- ☐ The choice of the individually designed major is subject to the approval of the adviser and the appropriate committee of the Academic Affairs Council. The student should be sponsored by an adviser and other faculty consultants as they deem necessary.
- ☐ The major should include at least five courses which are other than directed or independent studies. The major should also include at least one directed or independent study suitable to the area of the proposed program.

Individually Designed Majors approved in the last two years include the following titles:

"The Psychology of Speech," "Communication, Man, and Society," "Science and Human Values," "American Subcultures," "Human Relations and Pre-Medical Science," "Morality and Patterns of Social Interaction," "American Studies," "Biology and Studio Art," "Japanese Studies," and "America and Europe — History and the Literary Imagination."

The Concentration

Within a department a student may concentrate in a particular area. This means that rather than taking the full variety of courses within a departmental major or working outside a department in an interdepartmental program, a student does a substantial part of work in a particular area of the departmental offerings.

The following concentrations are offered:

Anthropology
(Sociology)
Art History (Art)
Astronomy (Physics)
Botany (Biology)
Communications
(English, Speech Communication,
Theatre and Film)
Computer Science
(Mathematical Sciences)
Education (all
departments)
Environmental Studies
(Economics, Political
Science, Sociology,
Psychology, Biology,
Chemistry, Geology,
Physics)
International Relations
(Political Science —
Trans-departmental)
Studio Art (Art)
Urban Studies
(Sociology)
Zoology (biology)

Most of these concentrations are described in the departmental listings. Descriptions of some of the concentrations follow:

International Relations Concentration

The International Relations concentration exists within the Political Science major. Students electing this concentration must therefore fulfill the requirements of the Political Science major detailed in the college Course Description Book.

After completing successfully the three 200-level courses in Political Science, students may take their remaining six Political Science courses entirely in the areas of International Relations and Foreign Policy. The total number of courses required for the International Relations concentration is 15. In addition to Political Science courses which may be applied toward meeting the concentration requirement, some combination of courses should be taken in History, Economics, and Modern Languages. These courses should emphasize international concerns.

Strongly recommended are Economics 316 (also Political Science 308, may be taken for credit in either department), Economics 200, 301, or 302, History 307, History 351, History 353, and History courses concentrating on Asia, Africa, and Latin America. Interdepartmental courses with distinct international orientations are also acceptable.

A particular interest not covered in existing course offerings may be pursued in depth through a directed study. One such project may be applied to the concentration, but will not count toward the Political Science major. Participation in a semester or year abroad program is especially recommended for students electing the International Relations concentration. This concentration is particularly designed for students interested in careers in public service, business, journalism, or other internationally focused occupations.

Environmental Studies Concentration

For the first time in history, man is being brought to face the real possibility that we are endangering our own future on earth.

It can be said that this threat results at least in part by man's increased feeling of isolation from the natural systems of the earth. The following program is an attempt to bring the student to see man as part of the living world, the one part most capable of significantly changing the whole ecosphere. It is not conceived of as a program emphasizing "pollution," but rather an attempt to convey the scope of ecological relationships. When man's place in these is considered, it is imperative that the bases of our value judgments be explored as well as those psychological, social, religious, and economic factors leading to population growth. Though pollution is not the theme, its control must be sought; hence it is mandatory that students become cognizant of the economic, political, and social significance of environmental change or environmental engineering. What is implied is a broadening of the liberal arts experience with a focus upon the relationship of the human population as a real part of the natural systems of the earth.

A student taking a concentration in Environmental Studies must satisfy the following requirements:

- ☐ In so far as possible, the student should choose courses related to Environmental Studies for satisfying the G.E. requirements. A list of those

recommended is available from the Environmental Studies coordinator.

- ☐ The student will complete a major in one department chosen: Economics, Political Science, Sociology, Psychology, Biology, Chemistry, Geology, or Physics. A major in another department may be possible with the approval of that department and the Environmental Studies committee.
- ☐ A minimum of 20 hours in addition to those courses needed to satisfy the G.E. or major requirements should be selected from among those courses recommended for this concentration. This list is also available from the coordinator.
- ☐ During the senior year students taking the concentration must enroll in Interdepartmental 441-442, Environmental Studies, a senior experience combining an independent project and a seminar. For students majoring in departments which require a senior seminar, these courses will replace the departmental seminar.

The program is flexible and can accommodate students with nearly any specific interest in the environment. Each individual program is planned by the student, the faculty representative of the Environmental Studies committee from the student's major department who serves as his or her adviser, and the Environmental Studies coordinator. Students planning to pursue a concentration in Environmental Studies should consult the coordinator as early as possible.

Educational Planning

Each incoming student is assigned a faculty adviser who counsels the student in planning his or her academic program.

During the first year of residence, a student is responsible for designing his or her own program of study. This program should be suited to the student's particular needs, interests, life aspirations, and career plans. A two-day period in the spring is set aside for the student to review his or her plan with the faculty adviser.

The plan, based on Denison's tradition of liberal education, should include a statement of educational objectives relating to career plans and personal developmental goals, an analysis of high school and first semester Denison experiences and discoveries, a projection of course work and off-campus programs being considered, and a tentative choice of major.

Since education is an evolutionary process, students are encouraged to explore the breadth of opportunity at Denison in their early years on campus. Modification of academic goals, vocational plans, and prospective majors is common so students should not preclude from consideration any particular range of educational alternatives.

The student then updates his or her educational plan annually and reviews it with the faculty adviser prior to May pre-registration.

The Comprehensive

The completion of a major shall normally include some experience designed to encourage the student to confront, in a substantial manner, the broad range of learning within his or her field.

Academic departments may, on the approval of their plans by the Academic Affairs Council, require majors to participate in this experience. A department requesting permission to require such an experience shall demonstrate how the proposed plans serve as a valuable part of the total educational program. Those departments not wishing to offer such an experience must justify this decision to the Academic Affairs Council and gain its approval. In developing these plans, the faculty associated with the particular major field shall systematically consult with students majoring in that field.

The means of evaluation of this experience shall be at the discretion of the department, although if the experience is required the faculty shall indicate the basis of the evaluation to the Council and to students participating.

If a department chooses a plan which requires a period of special study, followed by an exam or presentation, it may request permission from the Academic Affairs Council to have its students excused from final exams in that particular semester, with the exam period then coming immediately after the announced final examination period of the semester.

Pre-Professional Programs

A limited number of opportunities are available for students to combine time at Denison with time at certain professional schools. Generally this would mean entering such a school at the end of the Junior year at Denison. The details of these possibilities are available from the Registrar.

Many graduates of Denison go on to Medical and Dental School, Law School and Graduate Business School.

Strong counseling services exist in each of these areas. Committees made up of interested faculty and the Registrar meet with students interested in these professions. Representatives from professional schools come to Denison regularly. Data centers provide material for students.

The curriculum is a strong and diverse one in each of these areas. Medical and Dental schools do not require any particular major but certain courses are required. They are the following: Biology — a year, courses 110, 112; Chemistry — inorganic and organic, courses 201-202, 223-224 and either 225-226 or 227-228; Physics — a year, courses 121-122; Mathematics — some medical schools require a year. Medical and dental schools expect that the record be a strong one in these required courses. The present student takes the Medical College Admission Test near the end of the junior year.

Law Schools do not require any particular major or set of courses. There are strong departments and courses at Denison from which the pre-law student may choose. Courses in Economics, Political Science, Sociology, History, Mathematics, English are recommended. The intellectual capability of the student is of primary significance in Law School admissions. During the

January Term special projects, including law-related internships, may be arranged. Through the Philadelphia and Washington semester plans, longer internships are possible. The Law School Admissions Test is given in the fall of the senior year.

An undergraduate program in liberal arts is considered to be one of the most satisfactory preparations for graduate study in business administration and management. While no particular major is required, the student is expected to be familiar with history, mathematics, and the social, natural and behavioral sciences. A strong academic record including leadership experiences is desired. The student takes the Admission Test for Graduate Study in Business in the fall of the senior year.

Cooperative programs exist in the following areas:

☐ Forestry

A student may, under certain conditions, secure in five years a degree from Denison and a Master of Forestry from Duke University.

☐ Engineering

A somewhat similar program is available in various engineering programs leading to a BS degree and an engineering degree at Rensselaer Polytechnic Institute, the University of Rochester, Washington University, and other approved colleges of engineering.

☐ Physical Therapy

After completing certain requirements at Denison, a student may earn a bachelor's degree on successful completion of a year or more of work at various universities offering programs in physical therapy.

☐ Medical Technology

A program combining liberal arts education and specialized training in medical technology is available through cooperation with accredited programs offered at selected hospitals and universities. Students enter the program after three years at Denison. At the end of the fourth year a student may obtain a bachelor's degree and certification in medical technology.

Additional Opportunities

Advanced Placement

A program to give recognition to the student who takes college-level courses in secondary school is Advanced Placement. Denison welcomes such a student who may be excused from certain college requirements by satisfactorily passing the Advanced Placement Examinations of the

College Entrance Examination Board in any of the following: English Composition and Literature, Foreign Languages, American History, European History, Biology, Chemistry, Physics, and Mathematics.

Credit will be given to a student who completes Advanced Placement Examinations with scores of 4 or 5. Credit and/or waiver may be given for a score of 3 or 2 upon recommendation of the department concerned and/or the Registrar.

Proficiency Examinations

These examinations are regularly scheduled at the beginning of each academic year at Denison. When an entering student passes an examination covering a course in general education, he or she will be excused from taking that course. If he or she passes the examination with a grade of A or B, the student will receive the corresponding academic credit.

Any student may take a proficiency examination in any Denison course provided that the student has not completed an equivalent — or a more advanced — course in the same area. If the examination is passed with a grade of A or B the student will receive the corresponding course credit toward graduation. If the examination is passed with a grade of C, no credit will be given but, if the course is required, it may be waived with the approval of the departmental chairman concerned and the Registrar.

Proficiency examinations taken other than at the beginning of the freshman year (1) may not be given where class participation as such is the basis for credit, and (2) such examinations must be taken not later than the middle of any semester and the student shall make application at least three weeks in advance of the examination. Applications may be obtained from the Registrar and must receive approval of the department involved.

Special Academic Projects

Students have the opportunity to undertake Directed Studies, Senior Research, Honors Projects, and Independent Studies. These are explained below and specific examples of such recent work are listed in each academic department's section of the Catalog.

Directed Study

A student in good standing is permitted to work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when a student wishes to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not duplicate a course that is regularly offered. A student who wishes to elect a Directed Study must submit a written proposal no later than the close of the Registration day to an appropriate faculty member, who will review the proposal in consultation with his or her department. A proposal for Directed Study must be approved by the end of the first week of the semester in which it is to be undertaken. Directed Studies are to be taken for 3 or 4 credits.

Senior Research

A student may enroll for Senior Research in his or her final year at Denison provided he or she has not enrolled for Individual Work for Honors. Senior Research requires a major thesis, report or project in the student's field of concentration and carries eight semester hours of credit for the year. It may be converted to Individual Work for Honors if application is made at least five weeks before the end of classes in the spring semester. Semester hours of credit for Senior Research **shall not** be counted toward the maximum hours allowed in the student's major.

Honors Project

Any senior whose record during the four or six semesters preceding application shows at least a 3.4 grade-point average with the recommendation of his or her department may undertake a two-semester Honors Project in a specific topic related to his or her major field. Such a study must be recommended by the student's academic adviser and the departmental chairperson and approved by the Academic Affairs Council. If completed successfully, an Honors Project earns eight credit-hours towards graduation and the possibility of graduation with Honors.

Independent Study

Independent Study involves relatively undirected student effort in the pursuit of some clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new skills.

A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project adviser. The approval must be submitted on the appropriate form to the Registrar at the time of registration and meet certain criteria.

The chief distinction between this option and the other three options for individual study is that an individual faculty member works with the student only prior to the initiation of the study or at its very beginning and at the completion of the study. Because one major goal of a liberal arts education should be to encourage and make possible independent study after the college experience, every Denison student will be encouraged to undertake at least one Independent Study project before graduation. A student may propose an extensive independent project up to the equivalent of a full semester's work. An Independent Study project which constitutes a student's total academic load in a given semester may be done either on or off the campus. Any proposal or combination of proposals to do independent work carrying more than four credit hours must be submitted to the Dean of the College and requires the advance approval of the special Independent Study committee of the Academic Affairs Council.

Examples of Independent Studies approved in the 1974-75 academic year include:

"An Internship at the Tyrone Guthrie Theatre," "Bedford-Stuyvesant: A Ghetto Enrichment Internship," and "The Realization of a Dream: An Encounter with Solitude, Loneliness, Creativity, and Strangers in Small Communities through Historical Study, Photography, Reading, and Writing while Backpacking."

And Other Opportunities

Experimental College

In keeping with the belief that students should have a hand in educating themselves and one another, Denison offers an entirely student-organized, student-taught parallel curriculum called the Experimental College. Any student may propose and teach a course of special interest on an informally-structured basis for which credit may be given. New Experimental College subject offerings are announced at the beginning of each semester.

Teaching Opportunities

In addition to the Experimental College and the formal teacher training offered by the Education Department, opportunities exist at Denison for the student to engage in varied teaching experiences, whether as a departmental fellow, in tutorial or student advisory programs, or in special courses designed by faculty to include instruction on the part of students. Students may gain valuable insights through working closely and sharing with faculty in the academic experience.

Dean's List

A student earning a superior academic average is placed on the Dean's List and notice of this accomplishment is sent to the student's hometown newspaper(s).

Honorary Societies

Several honorary societies exist at Denison including Phi Beta Kappa, the Phi Society, and many departmental groups. Each year new members are elected to Phi Beta Kappa from students in the senior and junior classes ranking highest in scholarship. The Phi Society is a means of giving recognition to high scholastic attainment by freshmen.

Graduate Record Examinations

These examinations, while no longer required for graduation, are available to students through national administrations at designated times. The aptitude test and the advanced test in the major field are generally necessary for the student who is applying for admission to graduate study in his or her undergraduate discipline. Consult the Graduate School Counselor.

Convocation and Chapel Attendance

One or one-half credit-hour may be earned each semester, providing the record shows the student has met the appropriate attendance requirements. Many lectures, recitals, concerts, and other cultural and educational events are offered for supplementary convocation credit in addition to the all-college convocations.





Dr. Naomi Garrett/Visiting Professor



Dr. Parker Lichtenstein/University Professor
Dr. Tommy Burkett/English, left



Off-Campus Programs

Denison participates in various off-campus programs officially sponsored and supervised by recognized American colleges and universities and the Great Lakes Colleges Association. These programs are open to any Denison student who meets certain requirements. Details are available from Associate Dean of Students David Gibbons.

International Programs

Great Lakes Colleges Association programs are available in Tokyo, Japan, Hong Kong, various locations in Africa, and in Bogota, Colombia. Requirements vary as to language competence, but, generally, instruction is in English. It is possible to participate in the programs in Japan and Colombia for a single semester. A semester program in comparative urban studies is also available. Summer programs are available in Yugoslavia, and Taiwan. In addition, the GLCA program at the University of Aberdeen in Scotland offers a limited number of places for Denison students. A brochure describing these programs is available through Associate Dean of Students David Gibbons.

Other recognized programs in which Denison students have participated are located in London, Paris, Florence, Basel, Copenhagen, Munich, Rome, and other European cities. Additional opportunities also exist for study in Latin America, The Far East, and Africa.

Domestic Programs

☐ The Washington Semester

This program is a means of introducing superior students to the source materials and governmental institutions in Washington, D.C. This study includes regular courses, a seminar, and a directed, independent investigation on a subject of particular interest to the student.

☐ The Urban Semester in Philadelphia

The Great Lakes Colleges Association and the Philadelphia Board of Education sponsor jointly this urban semester for students in member colleges of GLCA. The program is designed to give students direct participation in the social changes that are occurring in urban areas. In large measure, the city itself is classroom, textbook, and curriculum. Students in the program are assigned to

professionals engaged in improving the qualities of urban living. These people — educators, religious leaders, community leaders, urban administrators, lawyers — help supervise student work on individual urban projects. Students follow a directed course of relevant academic studies, including seminars, research reports, and discussion groups. Students receive a full semester of academic credit for successful participation.

☐ The New York City Art Program

The Great Lakes Colleges Association sponsors an Art Program in New York City for students in member colleges. Students in the program serve apprenticeships in museums, theatres, and studios in the New York City area. They also follow a directed course of academic study, receiving a full semester of academic credit for successful participation.

☐ The Merrill-Palmer School

Merrill-Palmer School in Detroit, Michigan, offers an opportunity for a limited number of superior Denison students interested in work in the areas of human development and human relations with particular emphasis on family life. The student should plan to take one semester in residence in Detroit during the junior year.

☐ Black College Student Exchange Program

A Student Exchange Program with Black Colleges, usually for one semester, is in effect with Howard University, Fisk University, Morehouse College, and other predominantly black universities.

Any Denison student may apply for this program of intergroup relations which awards full credit toward a degree at Denison.

☐ The Oak Ridge Science and Social Sciences Semester

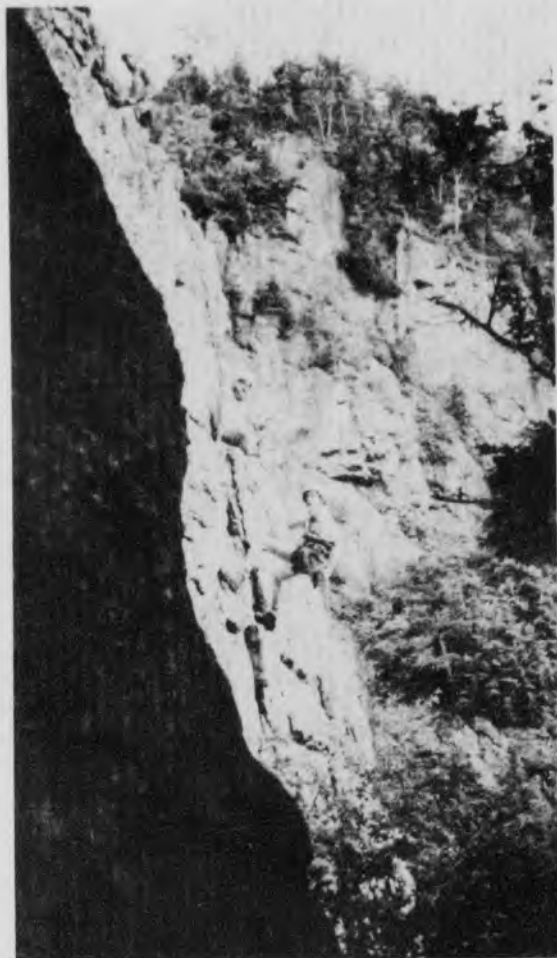
The Great Lakes Colleges Association, the Oak Ridge National Laboratory, and the Oak Ridge Associated Universities sponsor a Science Semester for students in the physical and biological sciences and students in the social sciences with quantitative skills. The program is held at the Oak Ridge National Laboratory in Oak Ridge, Tennessee, and provides opportunities for a limited number of advanced students to study and work directly on research projects with scientists and social scientists involved in intensive investigations.



New York Arts Program: Leslie Oweida '74 working with Cay Patton, casting director of the American Place Theater



Susan Engle '72 and Clifford Davis '72 during Denison Singers European Tour



Denison Challenge Course, also see photo page three



Philadelphia Urban Semester: Scott Devenney '74 teaching exceptional children

The January Term

Structure

The January Term of 4-1-4 scheduling pattern is both a calendar and a curricular plan. A fall semester is completed before Christmas vacation; a single project is elected upon which the student will concentrate during the month of January; and a second semester begins early in February. The academic year is divided into terms of four, one, and four months. Denison retains the basic advantages of operating on a two-semester calendar system with the added bonus of the January Term's in-depth concentration.

Under the structure of the January Term, topics not normally offered within the regular curriculum are explored; seminars in small groups and independent study are encouraged; and opportunities for off-campus study, both in this country and abroad, are made available. Freedom exists for the scientist to become immersed in artistic endeavor or for the artist to become acquainted with topics in contemporary science without the sanction of letter grades or examination pressures.

The flexible structuring of the program offers the advantages of being able to revise curricular content annually as the interests and needs of students change. Student participation in the formulation of the curriculum and in the generation of new topics for study and investigation is invited. The faculty is challenged to respond to those specific interest areas evolved by the students and to the exciting prospects of working and learning with students in innovative projects.

Guidelines

Guidelines, as recommended by the January Term Committee and adopted by the faculty, are as follows:

- ☐ The completion of two January Terms will be required of all students for graduation.
- ☐ Courses taken during the year may not be used to satisfy January Term requirement, nor may extra January Terms be used to meet other graduation requirements. Projects offered in January should not duplicate courses offered in the regular curriculum.
- ☐ Participation in projects shall be reported to the Registrar by the faculty sponsor, but no formal grading evaluation is assumed by "participation."

There will be a board charge for students who live on campus during January but there will not be an additional charge for room or tuition. Books, travel, and off-campus living expenses will be the responsibility of the participant.

Students interested in Independent Study may choose a faculty member from a list of Independent Study sponsors. Instructors not assigned to the pool of Independent Study sponsors may also serve in that capacity. The student and sponsor collaborate in the detailed planning of the project which is then submitted to the January Term Office. Evaluation and approval is the responsibility of the faculty sponsor.

January Term Options and Opportunities

On-Campus

The student can choose from among a broad range of projects utilizing varying educational formats. All library resources are available and use of specific research aids such as scientific equipment or College collections can be arranged. In addition to the more formal phase of the Term, a student is invited to become involved in numerous intellectual, cultural and social events programmed for January. A series of speakers present views and challenges individuals to develop their own. Student-faculty forums and discussion groups are free to investigate topics of mutual concern. An extensive film program designed to include a broad spectrum of cinematographic art and commentary is presented. Music, theatre, and art occupy a prime place in the month's activities. An informal sports program provides recreational relief. And a social program, designed by students, enlivens the January scene.

Off-Campus, U.S.A.

An ecological camping trip to Florida, study of atoms at Oak Ridge, Tennessee, Dance as a Performing Art in New York City, Evangelical Theology in Philadelphia, and Amtrak and trains in Mexico were among the topics Denison students and faculty investigated on a first hand basis in January, 1975. In 1974, students were enrolled in Huey Long's Louisiana, Colorado Outward Bound, and Collier County (Florida) Almanac. Students worked on Independent Study projects in many cities.

Abroad

London, Paris, Munich, Rome, and Athens offer the mature student infinitely more than the romance of travel. Serious study of the theatre, art, music, literature, languages, politics, and customs is an opportunity inherent in a number of existing projects. Not only is a student able to develop his or her own insights into another culture, as could be possible on a summer jaunt, but the lack of tourists and guidance of a faculty member expert in the areas being studied add to the depth of the experience.

Independent Study

Denison's January Term has as one of its prime options the potential for a student to develop an independent project which is of interest or concern to that individual. Concrete answers to a research problem may be found; month-long concentration by a poet may produce a significant collection of poems; or profound insight may follow intensive study of a philosophical question. A list of recent independent studies and formal courses follow.

Internships

Students are urged to seek exposure to and training in vocational and para-professional activities.

Exchanges

There are opportunities for Denison students to participate in courses at any college on a 4-1-4 calendar.

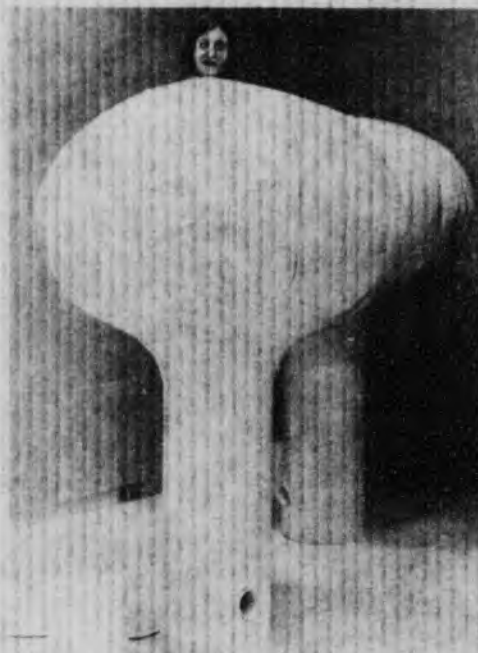
Examples of January Term Experiences

Formal Courses

Some of the formal on and off campus courses offered recently during January Terms include: Art Historians Tour Museums, The London Theatre, Beginning Norwegian, You and Heredity, Colorado Outward Bound, Southeastern Safari, Do Your Own Library Thing, Professional Dance Study Tour of New York City, Beginning Ceramics, Radio Broadcasting — WDUB, Mural Painting, Intermediate Chess, Harpischord Building, Problems in Mathematics, Live and Learn, Theatre Production Seminar, Simulation Games and Techniques, Folk Decoration of Pennsylvania Germans, Cobol Programming, Experiments with Numbers, Zen Meditation, Unstructured Self Expression, 50 Years Ago — Examination of American Life, Science Fiction and Man's Place in the Universe, Music Composition for Non-Majors, and Law Against the People.

Independent Studies

Some of the independent studies designed and completed by students during recent intersession terms include: Preschool Program for the Mentally Retarded, Study of Accounting, Immersion Program in Spanish in Cuernavaca, Mexico, The Art of Animal Tracking, Truck Driver Training School, Woodcuts, Senatorial Internship, Internship in a Veterinary Hospital, Preservation of the Human Body After Death, Study of Dutch Languages, Working with Cerebral Palsy Children, Problems of Cost and Profitability Within Bloomingdale's, The Anatomy of a Racing Team, Teaching Preschool Children, Mental Retardation, Court Room Procedure, Learning Italic Handwriting, Programs for the Elderly, Teaching the Educably Mentally Retarded, Examination of Roman Techniques in Portrait Painting, Advanced Candlemaking, Future Trends in T.V. Advertising: Projection Over the Next Ten Years, Writing and Illustrating a Children's Book, Women in Law, Establishment of a Used Book Co-op, Working with Underprivileged Children, Election '72 — Smalltown: U.S.A., The Role of the Individual in Contemporary Society, Basic Electronics and Troubleshooting of Clinical Laboratory Instruments, Special Effects for Dance Design — Scenic and Lighting, A Study of Appalachian Music, The Psychology of Sleep and Dreams, The Olympics in Germany — 1936 and 1972, The Economics of a Food Store, An Intensive Study into the Works of Mark Twain, Earthquake Resistant Structures, The Swedish Welfare System, Drug Education



Intersession Art Exhibit



Ann Kessler/January Term Director

in the Pittsburgh Schools, Obstetrics and Gynecology, The Art of Oriental Self Defense — Karate, Rubbing Brasses in England, Impact of Independent Regulatory Commissions on Airlines, Examination of Present and Future Trends in Banking, An Inquiry of the Stock Broker and His Methods, A Field Study of the Cultural Aspect of Cubans in Exile (Miami, Fla.), Pollution in the United States, A Self-Discipline Course in Yoga, Journal by Photo of Experiences in Africa and Canary Islands, and Recruit High School Students for Enrollment to Denison.



Furniture Refinishing Class



Student Fundraising Telethon during Intersession



"365 Days" Theatre Intersession Project



President Smith Serving at January Term Kickoff Dinner



Huey Long class at his grave

Registration and Academic Regulations

Registration

Registration is the formal enrollment in the college, and in registering, the student subscribes to **all** the regulations, terms, and conditions — academic and financial — set forth in this **Catalog**. A student must, therefore, register **in person** during the scheduled registration period each semester.

Normal Registration

A normal load is set at 16 semester-hours of credit per semester. This total should include the appropriate requirements. The normal academic load enables a student to meet the graduation requirements within eight semesters. A student who pays regular tuition charges is permitted to audit, without additional cost, one course a semester for which no credit may be claimed.

Reduced Registration

This classification is recommended for a student who for any reason cannot carry a normal schedule satisfactorily. If reduced registration is advisable, a student may be required to carry a schedule of 12 to 14 credit hours and be asked to devote an extra semester to fulfill the graduation requirements. Without special permission from the appropriate Dean of Students, 12 hours shall be minimum registration for any regular student. With special permission a regular student may register for 9 to 11 credit hours.

Excess Registration

The payment of tuition for fall and spring semesters of any given academic year entitles a full-time regular Denison student to 35 credit hours (exclusive of chapel, convocation, and Experimental College credit) in that year. Students who enroll in courses that involve more than 35 hours for the two semesters of the academic year will be billed for excess hours early in the spring semester. Hours of WP or WF are included in the total hours for the year. Averaging is permitted only over the two semesters of an academic year. Students who are enrolled on a full-time basis for one semester only of an academic year will be billed for hours in excess of 17. (See College Cost section of catalog for the fee.)

Additional credit

With the consent of the instructor and fulfilling of the required grade-point average a student may register for an additional hour of credit in a course beyond the introductory level. The instructor will specify the nature of the extra work required by the additional hour.

Partial Registration

A regular student, with the permission of the appropriate Dean of Students, may take a part-time schedule of eight or fewer academic semester-hours of credit.

Special Registration

Persons living within commuting distance of the campus, certain foreign students who wish to take for credit or to audit certain courses of special interest but who are not degree candidates, and to certain graduates wishing to take post-graduate work special registration is open. A **special student** may not register for more than 8 credit-hours of academic work except by permission from the Registrar's Advisory Committee. A special student desiring credit must submit appropriate credentials to the Office of Admissions. If after two semesters a special student has failed to maintain a 2.0 average, his or her special standing shall be terminated.

Changes in Registration

A student may change his or her registration during the first two weeks of a semester only with the consent of his or her academic counselor and proper notification to the Registrar.

Late Registration

Failure to complete registration at the time scheduled entails payment of a special fee of \$10. Advance registration not completed at time scheduled is subject to late fee of \$10. The student who has not completed his or her advance registration or by the deposit refund deadline in the second semester shall forfeit his or her deposit(s). (See College Costs.)

Transcript Fees

Fees for transcripts of a student's record are: The first transcript shall be issued without charge. Each additional copy is \$1 for currently enrolled students at Denison; \$2 for former students.



Dr. Samuel Schaff/Registrar

Student Classification

Classification of students is determined by the amount of academic credit earned.

- ☐ **Freshman Standing** — A student is classed as a freshman unless he or she is deficient in more than one unit of preparatory work.
- ☐ **Sophomore Standing** — A student must have 26 semester-hours of credit.
- ☐ **Junior Standing** — A student must have 60 semester-hours of credit.
- ☐ **Senior Standing** — A student must have 94 semester-hours of credit.

Eligibility Rule

A regularly enrolled student registered on a full-time basis (normally 12 semester-hours or more) shall be eligible to participate in all college and intercollegiate activities. The student whose scholastic record falls below a 2.0 average shall participate only after consultation with and approval by his or her counselor, the director of the activity, and the appropriate Dean of Students, regarding the extent of his or her participation in extracurricular activities.

By rule of the Ohio Conference freshmen are eligible to participate in intercollegiate athletics.

Recognition of Credit Earned Elsewhere

Resident Transfer Credit will be honored only if taken at an accredited college or university and only if the student submits an official transcript of credit **prior to** or at the time of the next succeeding registration at Denison. (This applies also to summer school credits earned elsewhere.) If a student achieves an over-all average of less than 2.0 for courses taken in summer school, credit for courses passed with a grade of C or better shall be given only at the discretion of the Registrar's Advisory Committee.

Grades Earned Elsewhere

Grades received at another institution shall not be computed into the Denison quality-point average, or be used to remove Denison quality-point deficiencies except by petition to and favorable action by the Registrar's

Advisory Committee. Denison will not accept below C grade work on transfer from another institution.

Extension or Correspondence Study

Courses taken by extension (in an officially designated extension center of an accredited college or university) are credited on the same basis as resident transfer credit (see above). Courses taken by correspondence are not accepted for credit at Denison.

Withdrawal From Courses

To withdraw from a course a formal report must be signed by the student's adviser and presented to the Registrar. A student who withdraws from a course without official permission will receive a grade of F (failure) on his or her permanent record. (See following Special Academic Requirements section for grades recorded upon withdrawal from courses.)

Withdrawal From the College

A student who finds it necessary to leave Denison before the close of the semester must, in order to receive an honorable dismissal, report to the appropriate Dean of Students and arrange for an official withdrawal. Except in cases of illness and/or by permission of the Registrar's Advisory Committee, grades of WP or WF with Fail penalty will be entered on the permanent record of the student who withdraws from Denison after the mid-term of classes.

The college may, whenever in its judgment such action is for the best interest either of the student or of the student body, dismiss or refuse to enroll any student.

Registration Procedure

A student must complete his or her advanced registration and also final registration at the times scheduled to avoid payment of a fee for late compliance.

No student will be admitted to any class later than the second week of the semester.

Advance Registration

All enrolled students prepare a detailed schedule of courses with the assistance of a departmental chairperson or faculty counselor during a designated week in the preceding semester. Freshmen register early by personal conference on campus or by mail in the summer preceding entrance to Denison.

Registration

On Registration Day a copy of the final detailed schedule of classes as described above is deposited with the Registrar's Office providing payment of the prescribed fees has been made that day or earlier at the Cashier's Office.

Special Academic Regulations

Grading System

A	(Excellent) 4 points for each credit-hour.
B	(Good) 3 points for each credit-hour.
C	(Fair) 2 points for each credit-hour.
D	(Passing) 1 point for each credit-hour.
F	(Failure) 0 points for each credit-hour.
I	(Incomplete)
S	(Satisfactory) 0 points for each credit-hour.
U	(Unsatisfactory) 0 points for each credit-hour.
WF	(Withdrawn Failing)
WP	(Withdrawn Passing)
CR	(Credit) 0 points for each credit-hour.
NG	(No Grade Reported).

Incomplete

An incomplete is recorded at the discretion of the instructor. At the time an incomplete is filed it must be accompanied by a letter grade which the Registrar shall record as the official grade for the course unless the instructor changes that grade by the end of the sixth week of the following semester. Any further extension of time to complete the course requirements necessitates a petition to and the approval of the Registrar prior to the date for recording the official grade.

Withdrawn Failing or Withdrawn Passing

Withdrawn Failing or Withdrawn Passing is recorded when a student officially withdraws from a course after the fifth week of a semester. A WF shall count as a Failure. A WP shall not count in the grade point average. No grade will be recorded if a student receives permission to withdraw from a course before the end of the fifth week of classes. However, if a student withdraws from the College before the end of the mid-term of classes, no courses are entered on his or her permanent record. (See Withdrawal from the College under Registration.)

Satisfactory/Unsatisfactory Evaluation

Juniors and seniors may elect to take one course per semester, not in their major field, on a Satisfactory-Unsatisfactory basis with the mutual agreement of the instructor and department involved. A few courses are offered to everyone on a S/U basis and such courses are not included in this restriction.

Academic Probation

If a student's cumulative grade-point average is less than 2.0 at the end of any semester, he or she will be on academic probation. The student will be continued on academic probation until his or her cumulative grade-point average is 2.0 or above.

Sophomore and junior students on academic probation

at the end of the academic year shall be readmitted for the fall semester only through petition to — and favorable action by — the Registrar's Advisory Committee. (This includes the student who is on probation at the end of his or her fourth semester of college but does not qualify for junior standing on the basis of credit-hours earned, but does not include the student who completes his or her third semester of college at the end of the academic year). These policies apply also to the student of the same classification who wishes to return to Denison after having withdrawn while on probation.

Residence Requirement

To be a candidate for a Denison degree a student who enters Denison as a freshman must complete six semesters at Denison, and a transfer student must complete the last two full years (or the last four semesters) at Denison. Generally, all students, except those enrolled in recognized pre-professional 3-2 programs, must complete the last two semesters at Denison, although exceptions may be made by the Registrar's Advisory Committee.

Special Student

A special student may not register for more than 8 credit-hours of academic work except by permission from the Registrar's Advisory Committee. A special student desiring credit must submit appropriate credentials to the Office of Admissions. If after two semesters a special student has failed to maintain a 2.0 average, his or her special standing shall be terminated.

Academic Suspension

A student failing to make a C average while on academic probation will be suspended. At the end of the first semester the student may petition the Registrar for deferment of his or her suspension until June and request permission to enroll for the second semester. If the suspension is deferred by the Registrar, the student must, during the second semester, reduce his or her point deficiency by one-half to be eligible for return in the fall. Any student who falls below a 1.0 grade-point average in any semester will be suspended.

Eligibility for Re-Enrollment

A student on academic suspension who has shown marked improvement over his or her Denison record in work taken at some other accredited college or university or can present evidence of a maturing nonacademic experience may petition the Registrar for reinstatement, this petition to be submitted through the Office of the appropriate Dean of Students.

A former student, who was in good academic and social standing when he or she left the College, may be readmitted to Denison by writing to the appropriate Dean of Students and by repayment of the \$25 registration deposit.

Coping is a key word for a black student at Denison. Many times I have felt lonely, depressed and not wanted here. The easy answer for this has been "it's Denison's fault." Maybe some of this is Denison's fault, some society's fault and some of it my own fault. I know Denison has helped me confront these situations and a lot more that every black student has to someday come to terms with.

Even though we ARE situated on a picturesque, isolated hill, not all the world's problems pass us by. The main one for me being man's inhumanity to each other. Consideration, tolerance, and mutual respect are not always felt here, and if it is, many times one will feel that it is superficial. It's too easy, though, to say 'I'm black and I'm not wanted here' but every activity or opportunity here is accessible to everyone. The opportunities ARE unlimited. Denison calls upon one to take the initiative to seek these out and the black student has to find his or her own niche here, just like in society.

College is suppose to be a learning experience. Denison will definitely offer challenges that will make a black student question, make him get in tune with life, make him stronger and ready to handle most any situation that arises in the "outside world."

academically, socially and psychologically.

Lawrence J. Dark

The old expression that "Denison is what you make of it" seems especially appropriate in my case. As one who has designed her own major, I can honestly say that I am the one who has determined the direction of my undergrad education. It has been exciting for me to take courses which I knew to be important to me and the goals I was pursuing. I've gotten to know professors (and secretaries!) in many different departments, giving me the diversity of perspective which I find so valuable.

I guess I wouldn't "push" Denison *qua* Denison. There are aspects of the university I don't like, and aspects which are simply of no interest to me. What I stress in discussing Denison and my four years here is the opportunity to personalize your education, through January terms, independent or directed studies, individually designed majors and, perhaps most importantly, contact with the professors and administration. One's education at Denison can truly be what you choose to make of it.

Margaret Stuber

I DID NOT APPLY TO DENISON UNTIL MAY 3, NINE WEEKS AFTER THE DEADLINE FOR APPLICATIONS. TO MY SURPRISE, I WAS ACCEPTED A WEEK LATER AND WAS FACED WITH THE QUANDARY OF DECIDING WITHIN A FEW DAYS WHERE I WAS TO ATTEND COLLEGE. I WAS ONE OF THE MANY HIGH SCHOOL SENIORS WHO WAS NERVOUS AND FRIGHTENED ABOUT MAKING THE RIGHT DECISION. PRESSURED, CONFUSED, AND FRUSTRATED WITH INDECISION, I CHOSE DENISON - SIMPLY ON THE BASIS OF ITS BEAUTIFUL CAMPUS WHERE I HAD SPENT ONLY TWO HOURS. HERE I WAS MAKING THE BIGGEST DECISION OF MY LIFE AND I SELECTED A COLLEGE NOT ON THE BASIS OF ITS ACADEMICS OR REPUTATION, BUT BECAUSE I WAS MESMERIZED BY ITS CAMPUS.

TWO YEARS HAVE PASSED AND I AM NOW ABLE TO EXPLAIN WHY A SEEMINGLY ILL-FOUNDED DECISION TURNED OUT TO BE THE BEST ONE I COULD HAVE MADE.

DENISON, A LIBERAL ARTS COLLEGE, OFFERS ITS STUDENTS A VARIED, UNCONVENTIONAL CURRICULUM WHICH ALLOWS EACH STUDENT THE OPPORTUNITY TO DECIDE HOW HE OR SHE WOULD LIKE TO APPROACH THEIR EDUCATION. A STUDENT CAN ATTEND CONVOCATION, ENROLL IN THE EXPERIMENTAL COLLEGE, OR PARTICIPATE IN ATHLETICS TO RECEIVE CREDIT TOWARD GRADUATION. THE STRINGENT REGULATIONS AND REQUIREMENTS CHARACTERISTIC OF OTHER UNIVERSITIES ARE RELAXED HERE, PROVIDING DENISON WITH AN ATMOSPHERE OF COOPERATION AND FREEDOM, INSTEAD OF DISSENSION AND RESTRAINT.

THOUGH I MAY HAVE HAD SOME RESERVATION AT FIRST ABOUT THE SIZE OF THE COLLEGE, I HAVE ENJOYED THE FACT THAT IT IS SMALL. THE SIZE HAS ENABLED ME TO COMMUNICATE DIRECTLY WITH TEACHERS AND TO QUICKLY BECOME ACQUAINTED WITH OTHER STUDENTS. IN ADDITION, AMERICAN STUDENTS BECOME MORE FAMILIAR WITH THE LIFE STYLES OF INTERNATIONAL STUDENTS. THE FRIENDSHIPS WHICH I HAVE DEVELOPED THROUGH THIS MINGLING WITH PEOPLE OF DIFFERENT ACADEMIC BACKGROUNDS, NATIONALITIES, AND RACES HAVE GIVEN ME A SENSE OF CAMARADERIE.

WHILE GRANVILLE LACKS THE CONVENIENCES AND SOCIAL ACTIVITIES OF A LARGE CITY, IT DOES OFFER A QUIET, RELAXING ENVIRONMENT FOR BOTH THE CONTEMPLATIVE AND THE COMPETITIVE STUDENT. ALTHOUGH THE ISOLATION OF THE TOWN DOES LIMIT THE SOCIAL LIFE ON THE HILLTOP, OTHER UNIVERSITIES AND THE CITY OF COLUMBUS ARE WITHIN REACH FOR AN OCCASIONAL VISIT. I'VE TAKEN SUCH OCCASIONAL VISITS, BUT I ALWAYS RETURN HERE WITH THE FEELING THAT I MADE THE RIGHT DECISION.

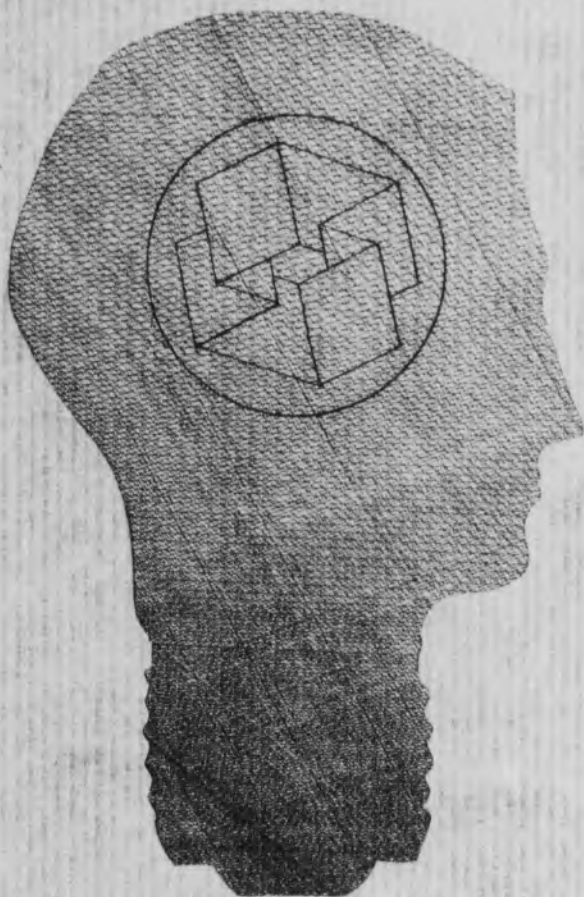
Mike Keating

My first impression of Denison was that there were people here who were interested in me. When I transferred here at the beginning of the spring term I met all the Deans, was personally helped with my schedule by the Registrar, and had lunch with the president of D.C.G.A. all in the first three days. Very impressive, but could it last? I think the feeling of friendliness and community has lasted, though it necessarily has cooled a little as I have learned what some of the school's weaknesses are.

The weakness most frequently mentioned in conversation is that the Greek system is too influential. Probably so, but as far as I know I haven't suffered from not joining a fraternity. I've had a good time at Greek parties and have made an equal number of friends in and out of fraternities and sororities.

The chances for a varied and exciting educational life are here. Many students think that Denison is too small to provide the range of experience they want. I'm glad that it is small. Coming from a state school where some of the classes had 500 people, the change is refreshing. I plan to learn all I can from Denison and its people.

Jim Gordon



The one who comes to question himself has cared for mankind.

Kenneth Patchen

Interdepartmental Majors

French Area Studies

The subjects taken for the Area Study major on France are chosen from Modern Languages, Geography, History, Political Science, Economics, Philosophy, Sociology, and English.

A student begins an Area Study of France by taking the introductory course, French 201-202. The course includes the cultural background and significant contemporary political, sociological, and economic problems of France — its position in the affairs of the world today and its relation to the United States. A directed study course in the area is taken during the senior year, giving the student an opportunity for independent study on any phase of the area which best satisfies his or her interests.

The Area Study program attempts to provide the background necessary for students who are planning to enter foreign service, business enterprises dealing with foreign countries, teaching, journalism, international relations work, or related activities. Its ultimate objective is to bring about a better understanding among peoples of various races and nations. It is valuable also as a cultural major, providing an understanding of the present-day characteristics and problems of the world outside the United States, leading to a better comprehension of our relationships with the foreign area.

Course Offerings

French Area Studies

French 201-202 — Area Study: France
French 401-402 — Problems in Area Study

Language and Literature

12 hours at the 311 level or above; must include
French 415 — Advanced French Grammar and Writing

Economics

Economics 200 — Principles and Problems
Economics 314 — International Economics

Geography

Geography 232 — Geography of Western Europe

History

History 211 — Modern Europe
History 351 — European Diplomatic History:
1815-1914
History 353 — War and Revolution in the 20th
Century
History 356 — Intellectual and Cultural History of
Modern Europe

Political Science

Poli. Sci. 221 — Comparative Politics
Poli. Sci. 341 — International Political Systems and
Processes

Electives

English 349 — Readings in European Literature
English 350 — Modern European Literature
I.D. 271-272 — Linguistics
Art 205-206 — History of Art Survey
Art 407-408 — Modern Art

The France Area Study major is coordinated by
Dr. Charles O'Keefe.

Faculty on the France Area Study staff are Dr. O'Keefe;
Dr. Richard Lucier, Assistant Professor of Economics;
Dr. Lenthel Downs, Professor of English; George
Bogdanovitch and Dr. Eric Hirshler, Professors of Art, and
Steven W. Rosen, Assistant Professor of Art; Dr. Richard
Mahard, Professor of Geology and Geography; Dr. Felicitas
D. Goodman, Assistant Professor of Sociology and
Anthropology; Dr. David Watson, Professor of History, and
Dr. Donald Schilling, Assistant Professor of History; and
Dr. William Bishop, Associate Professor of Political
Science.

A student interested in this program should contact
Dr. O'Keefe.

Latin American Studies

With the emergence of Latin America to an important position in world affairs, as well as in the Third World, with the increasing interest of North Americans in hemispheric events, and in the light of the current political and economic situation in some of the countries south of our border, Denison University is offering an interdisciplinary major which affords both broad preparation and specialized training in the field of Latin America.

The studies are inter-disciplinary in their approach and are designed to develop competence relevant to employment in governmental agencies, private enterprise, and teaching, as well as a good and broader preparation for graduate work.

Although the designed program is a flexible one, offering some options to the students, a minimum of 30

hours is required. Nevertheless, special consideration would be given by the Committee of Latin American Studies to individual needs and interests.

Course Offerings

Latin American Studies

Spanish 201 — Introduction to Latin American Area Studies

Seminars

- I.D. 341 — Caribbean Studies
Latin
American 401 — Two Seminars in Problems in Latin America
I.D. 407 — Castroism and the Process of the Cuban Revolution

Language and Literature

Proficiency in Spanish or Portuguese and one of the following:

- Spanish 216 — Conversation
Spanish 217 — Masterpieces of Spanish American Literature
I.D. 378 — Study of Selected Works of Spanish-American Writers in Translation

Economics

One of the following:

- Economics 316 — Economic Development
Economics 350 — Latin American Economic Development

Geography

Geography 230 — Geography of Latin America

History

Two of the Following:

- History 391 — Introduction to Latin America
History 392 — Modern South America
History 393 — Modern Latin America: Evolution or Revolution
History 394 — History of Brazil

Sociology and Anthropology

Sociology 319 — South American Indians

The Latin American Studies major is organized and administered by a faculty committee and a coordinator.

Dr. Joseph R. de Armas, Professor of Spanish, is coordinator of the Latin American Studies Program. Faculty committee members are Drs. Donald M. Valdes,

Professor of Sociology and Anthropology; Charles W. Steele, Professor of Spanish; Richard H. Mahard, Professor of Geography; Robert B. Toplin and Larry Laird, Assistant Professors of History; Paul G. King, Associate Professor of Economics; and Felicitas D. Goodman, Assistant Professor of Sociology and Anthropology.

A student interested in the Latin American Studies major should contact Dr. de Armas.

Black Studies

Black Studies is both international and interdisciplinary in scope.

The Black Experience in the United States is unique. This experience cannot be duplicated, yet it can be understood through the discipline of scholarly analysis and synthesis. Black Studies attempts to examine all facets of society in which black people have found themselves historically and in contemporary times.

This requires a knowledge of the forms of sociological, psychological, economic, political, and religious development of the Black Community. It requires a knowledge of the ideological foundations that support and sustain racism, which helps to fashion and shape the Afro-American Experience.

It is also necessary to have a knowledge of the historical antecedents of West African societies and the influence of those antecedents in non-African countries.

There are many career opportunities in this new field, particularly in higher education, government, international service, and industry. Black Studies offers courses to meet the needs of students who have other career goals, such as teaching in elementary or secondary schools, which require background knowledge of the Black Experience.

Course Offerings

Black Studies

- 235 — The Nature of Black Studies
385 — Senior Project

Art

- 313 — African Art

Dance

- 225 — Jazz and Ethnic Forms (African Dance)

English

- 310 — Studies in Literature: West African Culture

- 354 — Imagination and Black Experience in America
- 355 — The Harlem Renaissance (pending approval)
- 356 — The Narrative and Poetry of Black America
- 357 — Rendezvous with the Third World
- 359 — Oral Tradition and Folk Imagination (Black)

History

- 215 — A History of Blacks in America
- 316 — Topics in Black History
- 381 — Africa: Dynamic and Diversified Continent

Latin American Studies

- 401 — Seminars

Music

- 111 — African Music
- 206 — Early American Black Music

Religion

- 312 — Black Religion and Black Theology

Sociology

- 345 — Peoples and Culture of Africa

Additional Black Studies-oriented courses in the departments of Economics (The Economics of the Black Community), Psychology (The Psychology of the Black Community with an emphasis on childhood and family life), and Sociology are being developed.

A Black Studies Practicum, offering exposure to the economic, social, and political life of the Black Community, is established. Opportunities for students may include liaison work with various institutions that serve the Black Community, including the Urban League, the Bedford-Stuyvesant D & S Corporation, and the Dartmouth Education Center.

Students, through the Center for Black Studies, have taken part in individual projects in congressional offices in Washington, D.C.

The Faculty

Arthur A. Zebbs

Director and Assistant Professor (1972-)

B.A., Dillard U.; M.Div., Oberlin Graduate School of Theology

Rev. Zebbs, a scholar, minister, and former community action worker, has been director of Black Studies at Denison since June, 1972. He came to Denison from Columbus, O., where he had been active in civil rights and community action causes since 1962. An ordained minister of the African Methodist Episcopal Church Zion, Rev. Zebbs, was involved in the ministry during his early days in Columbus and, prior to that, in Cleveland and Elyria, O. During the 1971-72 academic year, he was a visiting lecturer in the history department here. Rev. Zebbs is also an editorial columnist for the weekly Ohio black newspaper, "The Call and Post," and is vice-president of the Black Studies Consortium of Central Ohio.

Other faculty who teach Black Studies courses are Benjamin F. McKeever, Assistant Professor of English; Dr. Larry Ledebur, Associate Professor of Economics; Dr. Claiborne Thorpe, Professor of Sociology; Dr. John Kirby, Assistant Professor of History; Dr. Naomi Garrett, Visiting Lecturer; Dr. William Nichols, Associate Professor of English; John Jackson, Assistant Professor of Religion; Dr. Emmett Buell, Assistant Professor of Political Science; Dr. Joseph de Armas, Associate Professor of Modern Languages; Russell Geiger, Instructor of Sociology and Anthropology; and John Benissan, Visiting Lecturer in Dance and Music.

Classical Studies

Study of the world of ancient Greece and Rome offers insight into a foreign culture and knowledge of the origins of our own. Students may explore this ancient civilization primarily through literature in both modern English translations and in the Greek and Latin languages. Various purposes can be served by classics courses: (1) developing an understanding of outstanding examples of thought and artistry; (2) constituting a background for many other fields (such as modern literature, religion, philosophy, history and arts, as well as the professions of law, theology, and medicine); and (3) preparing a specialty in the classics for enjoyment or teaching.

In classics students may emphasize various methods. They may explore literary history and trace the development of literary genres such as epic poetry, drama, history, and oratory. They can learn the structure and content of the classical languages; how they function and what characteristic concepts they express. Students may discern the interplay of mythic and conceptual thinking and note the creation of a philosophic and religious vocabulary. Thought, literature, and art can be related to their historical context and studied in terms of the societies which produced them.

Classics provide scope and method for appreciating some of the best achievements of humanity. Yet the fragmentary state of the evidence requires honesty and imagination to judge what can be known. Because the meaning of the classics changes with each period and for each person, it is valuable to learn their significance for the present and their past importance to generations of thinkers trained in the classical tradition.

Course Offerings

Greek Language

Greek

- 111-112 — Beginning Greek
- 211-212 — Introduction to Greek Literature
- 361-362 — Directed Study

Latin Language

Latin

- 111-112 — Latin for Writers and Beginning Latin
- 211 — Introduction to Latin Literature
- 361-362 — Directed Study

Classical Civilization

- 101 — Athenian Classicism
- 103 — Greek Mythology
- 361-362 — Directed Study

The Faculty

Cynthia Thompson

Assistant Professor (1975-)

B.A., Wellesley College; M.A., Ph.D., Harvard U.

Dr. Thompson enjoys reading classics from the standpoint of ancient religion and exploring its archeological side, which she studied at the American School in Athens, Greece. Her particular interests are in the history of interpretations of Homer's myths and the goddesses of the ancient Mediterranean.

William F. McNaughton

Visiting Lecturer (1972-)

B.A., Brooklyn College; Ph.D., Yale U.

William F. McNaughton is a Visiting Lecturer in Classics. He has co-authored two books and authored five others on literature and on Oriental thought. The most recent are Chinese Literature: An Anthology and The Confucian Vision. Dr. McNaughton was designated a "distinguished translator" by the Asia Society in 1974.

East Europe and Soviet Studies

This major is intended to confront the student with a value system different from the one in which he or she grew up. Students will take Soviet Studies 115, The Soviet Union as a Way of Life, and in addition courses in Russian Language, Russian Literature, Russian or Soviet History, Soviet Politics, Geography of the Soviet Union, and Comparative Economic Systems. The total number of required courses is eight, or about 30 credit hours. Among the courses related to this major are:

Course Offerings

Soviet Studies

- 115 — The Soviet Union as a Way of Life

Economics

- 312 — Comparative Economic Systems

Geography

- 240 — Geography of the Soviet Union

History

- 347 — Russian to 1917
- 348 — Soviet History
- 360 — Eastern Europe: The Cultural Battleground of Europe

Political Science

- 322 — Politics of the Soviet Union and Eastern Europe
- 339 — Comparative Foreign Policy: The Soviet Union and the United States
- 402 — Various Topics on Soviet Elite and Soviet Foreign Policy

Russian

- 111-112 — Beginning Russian
- 211-212 — Intermediate Russian
- 305 — Advanced Russian Grammar and Composition
- 316-317 — 19th Century Literature in Translation
- 318 — Russian Soviet Literature

Urban Studies

The Trans-departmental Urban Studies major is designed to confront the student with the broad range of urban life and problems. The major represents a cooperative effort among various departments at the college to take a comprehensive look at urban existence.

The complex and multi-dimensional nature of cities requires a contribution from several disciplines for full understanding. Denison faculty members who share interest and experience in urban areas have developed a coordinated approach to the major that includes a core of courses. The core is intended to provide the foundation upon which a student can build further knowledge according to his or her individual interests.

Denison's geographical location precludes direct contact with urban life. However, we believe that for most students first-hand exposure to cities is essential and has educational merit. For this reason, the student may include off-campus experiential studies as part of his or her major. A number of experiential options are available through Denison's participation in various GLCA programs. Individual students who desire may establish relationships with agencies serving urban functions in the Newark or Columbus area. Alternately, the Urban Studies faculty offers research opportunities in joint endeavors to

investigate urban life in nearby cities. In specific instances, some students may prefer to limit their undergraduate courses to those available within the regular course curriculum.

A concerted effort to explore urban phenomena necessitates integration and unification. We hope to achieve this goal through students' exposure to several perspectives and experiences. Additionally, a formal coordinating effort will culminate the student's career at Denison.

Course Offerings

Core Courses

- I.D. 211 — The Study of Urbanization
- Hist. 312 — The City in America
- Soc. 307 — Urban Sociology
- Econ. 202 — Urban Economics
- Poli. Sci. 333 — Urban Politics
- I.D. 456 — Reflections on Urban Studies

Possible Cognate Courses

Art

- 312 — History of Contemporary Architecture

Black Studies

- 235 — The Nature of Black Studies

Economics

- 300 — Contemporary Economic Issues and Policy
- 302 — Micro Economics
- 310 — Public Finance
- 316 — Economic Development
- 318 — Economic Development of the United States

English

- 255 — Imagination and Black Experience in Literature
- 318 — The Harlem Renaissance

History

- 215 — History of Blacks in America
- 305 — Recent American History
- 314 — American Social History Since 1860
- 343 — Modern Britain
- 352 — Social History of Modern Europe
- 356 — Intellectual and Cultural History of Modern Europe

Interdepartmental

- 441-442 — Environmental Studies
- 441A-442A — Environmental Studies Seminar

Political Science

- 211 — American Political Behavior and Institutions
(section 2 U — urban emphasis)

Psychology

- 338 — Social Psychology

Sociology

- 208 — Human Ecology
- 209 — Social Problems and Social Policy
- 313 — The Family
- 340 — Collective Behavior

A student interested in Urban Studies should contact Dr. David Potter.

Interdepartmental Courses

- GE18 — Introduction to Philosophy and Theology
- 130 — Psychology of Effective Study
- 140 — Career Planning
- 246 — Women's Studies
- 271-272 — General Linguistics
- 320 — Asian Literature in Translation
- 324 — Religion and Psychology
- 341 — Caribbean Studies
- 349 — Jewish Culture and Intellectual History
- 372 — Summer Program in Cross-Cultural Psychology
- 441-442 — Environmental Studies
- 441A-442A — Environmental Studies Seminar

Experimental Courses

- 225 — American Literature and History
- 305 — Denison Challenge
- 313-314 — Classical East Asian Thought
- 401 — Castroism and the Processes of the Cuban Revolution

A book containing descriptions of courses offered this year at Denison is available by writing Denison University, Office of Publications, P.O. Box A, Granville, O. 43023.

Departmental Majors

Art

A good program in the visual arts provides more than training. It is an education that leads to a vast body of knowledge established since the Renaissance. To study and practice art requires a command of processes: (i.e., experimentation, definition, selection, reduction, isolation, presentation) similar to many fields of inquiry. Producing art is to comment directly or indirectly on man and his environment, his place in the world, his relationship to his God and cosmos. An artist examines past and present theories, confirming ideas, modifying some, rejecting others, discovering new possibilities.

We are experiencing another great age of experimentation comparable to that of 15th century Italy, where the arts, literature and philosophy flourished. Today, the visual arts embrace philosophical inquiry as an artistic method to investigate human experience. Artists are searching to confirm realities with more powerful tools provided by our new technology. The complex face of contemporary art is confusing to many who see chaos rather than clear trends. By pointing to the protean complexity of art in 1975, critics unwittingly underline the scope and the vitality of the arts.

The Art Department offers an extensive undergraduate curriculum in Painting, Sculpture, Graphics, Ceramics, Photography and nineteen courses in the History of Eastern, Western, and Primitive Art. Other programs such as museum exhibitions, museology, off-campus study, and independent work serve to enlarge the program further.

Course Offerings

History of Art

- 101 — Forms of Visual Arts
- 121 — Field Trip
- 205-206 — History of Art Survey
- 301 — Ancient Art
- 303 — Medieval Art
- 304 — Italian Renaissance Art
- 305 — Northern Renaissance
- 306 — Baroque Art
- 307 — Indian Art
- 308 — Art of China and Japan
- 309 — Islamic Art
- 310 — Burmese Art
- 311 — Art and Social Protest
- 312 — History of Contemporary Architecture
- 313 — African Art
- 405 — Northern Baroque
- 406 — Southern Baroque
- 407-408 — Modern Art
- 425 — Art in America

Studio

- 103 — Elements of Visual Arts
(Sections One and Two)
- 115 — Principles of Painting
- 131 — Principles of Printmaking
- 141 — Principles of Sculpture
- 211-212 — Life Drawing
- 213-214 — Life Drawing Workshop
- 215-216 — Intermediate Painting
- 217-218 — Introduction to Still Photography
- 221-222 — Ceramics
- 231-232 — Graphics
- 241-242 — Sculpture
- 315-316 — Advanced Painting
- 317-318 — Advanced Photography
- 321-322 — Intermediate Ceramics
- 341-342 — Intermediate and Advanced Sculpture
- 361-362 — Directed Study
- 401 — Visual Arts Practicum
 - a. Figure and Portrait Painting
 - b. Design
 - c. Historic Methods and Materials of Painting and Drawing
 - d. Ceramics
 - e. Sculpture
 - f. Graphics
 - g. Commercial Art
 - h. Fashion Illustration
 - i. Seminar in Art Theory
 - j. Assemblage
 - k. Watercolor
- 403 — Museology
- 451-452 — Senior Research
- 461-462 — Individual Work for Honors
- Teaching of Public School Art (see Education 341)

Recent Student Projects

- Art of Assemblage — Tom Nye
- Advanced Sculpture Research in Contemporary Techniques — Horace Aikman
- Paintings of Mothers, Sisters, and Daughters (an honors project) — Lyn McKenna
- Medieval Manuscripts (an honors project) — Julia Houtp
- 14th Century Thai Pottery (an honors project) — Nancy Musgrave
- Warren Davis: Printmaker (an honors project) — Susan Webb
- Drawing Landscape and Light — Pam Monroe

The Faculty

George J. Bogdanovitch

Professor and Chairperson and Coordinator of the Arts (1972-)

B.A., Rutgers U.; M.F.A., U. of Iowa

Born in Dunellen, N.J., 1933. Received his B.A. in philosophy at Rutgers; studied art history at Oberlin College, 1956-58; M.F.A., U. of Iowa, 1964. Studied painting with Hans Hofmann and Allan Kaprow. Was on the staff of the Albright-Knox Gallery, Buffalo, N.Y., 1958; taught art history, U. of Arkansas, 1959-61; assistant curator and director of exhibitions, U. of Iowa, 1962-64; chairperson of art department, Cedar Crest College (Pa.), 1964-66; assistant professor of painting and art history, Bowling Green (O.) State U., 1966-68; associate professor of painting and art history, graduate school faculty, Washington State U., 1968-72. Bogdanovitch has had 14 one-man shows and was included in

over 60 invitationals. He has been an art consultant, visiting artist, and lecturer at several universities and colleges during the past three years.

Eric E. Hirschler**

Professor (1959-)

B.A., Bowdoin College; M.A., Ph.D., Yale U.

Dr. Hirschler has traveled and studied extensively in Europe, the United States, and most recently in Canada. For several years he has been principal investigator and administrative director of the Smithsonian supported archeological excavations undertaken by Denison in Sirmium, Yugoslavia. He has received several grants for further research in his main fields of interest — Baroque, Medieval, and Modern Art, and has published articles and reviews in major periodicals in these fields. He is on the editorial board of "Sirmium."

Michael Jung

Associate Professor (1967-)

B.A., Denison U.; M.S., M.F.A., U. of Wisconsin

The recipient of Ford Foundation and Denison Research Foundation grants, Mr. Jung teaches painting, drawing, and photography. His paintings have appeared in 13 one-man shows at various universities and he has received numerous awards for his work. Among his interests is film-making, having judged a recent campus film festival and taken January Term students to London for a documentary film study. He has done documentary film work in Yugoslavia, Great Britain, the United States, and Panama. Mr. Jung, who has traveled in 35 foreign countries, was acting director of Denison's Yugoslav excavations in 1970. He and several art students recently completed extensive courtroom ceiling mural restoration in Newark, O. In spring 1973, he headed a Cuna Indian Research expedition to the San Blas Islands, off the coast of Colombia.

Christopher Bunge

Assistant Professor (1975-)

B.S., M.A., M.F.A., U. of Iowa

Marilyn Hook

Assistant Professor (1975-)

B.A., Washington (Mo.) U.; M.F.A., State U. of New York at Buffalo

Steven W. Rosen

Assistant Professor, Director and Chief Curator of the Denison Collections (1970-)

B.S., U. of Utah; M.A., State U. of New York at Binghamton.

Mr. Rosen has administered a Samuel H. Kress Foundation grant that enhanced the study of art history in a four college consortium. He has participated in the college's Surinavian excavations as a Smithsonian fellow. Mr. Rosen's major interests are urban aesthetics, collection of prints, drawings, and contemporary sculpture.

Mary Kay Campbell

Lecturer (1956-)

Mrs. Campbell's teaching areas span printmaking, design, drawing, watercolor, fabric printing. Other interests are stained glass, travel, yellow, Balenciaga, enthusiastic people, and an appreciation of wholeness.

Senior Fellows

Steven Timbrook, Toledo, O.

Sarah Voorhees, Charleston, W. Va.

A book containing descriptions of courses offered this year at Denison is available by writing Denison University, Office of Publications, P.O. Box A, Granville, O. 43023.

Astronomy

Astronomy 100a and 100b are two separate courses in Descriptive Astronomy, each covering the whole of Astronomy with somewhat different emphases. Either may be used to satisfy one course of the science requirement. The student who desires preparation for graduate work in Astronomy, Astrophysics, or Space Physics should pursue a modified major in Physics. This program normally will include one or more year courses in Astronomy. See Courses of Study in Physics.

Course Offerings

Astronomy

- 100a — Exploration of the Galaxy
- 100b — Evolution of Stars and Galaxies
- 311-312 — Special Topics in Astronomy
- 361-362 — Directed Study
- 451-452 — Senior Research
- 461-462 — Individual Work for Honors

Biology

The Biology Department recognizes the unique nature of its subject matter — the life sciences — not only as a field of substantive knowledge applicable to scientific pursuits, but also as a natural amalgamative area of intrinsic worth and beauty joining the other natural sciences to the concerns of the humanities. To this end, the department aspires to imbue all of its course content and presentation for both majors and nonmajors with a sense of the inherent worth and the aesthetic unity present in the complexities of all life forms. The substantive content is seen to be enhanced by this philosophy since a genuine understanding of interdisciplinary relationships requires a considerable depth of knowledge.

Within this overall framework the department concerns itself with four primary but not mutually exclusive areas: preparation of pre-professional students, including those interested in medicine, dentistry, medical technology, nursing, other paramedical areas, and forestry; preparation of graduate school candidates who wish more advanced and specialized training in biology for careers in research, teaching, or directly in such fields as agriculture, environmental relations, or industrial areas; preparation of students for teaching life sciences or for immediate job entry into less specialized careers in some of those areas named above; perhaps most important, the introduction and exposure of non-major as well as major students to the nature, philosophy, and practice in science in general and to life science in particular, especially to the questions of ethics, aesthetics, and the role of biology in today's society and world.

For the major there is a considerable flexibility of choice in preparing for himself or herself a personal curriculum.

Further, by careful selection of courses from correlated disciplines, a student may develop a program leading to further work in interdisciplinary endeavors.

Independent investigation at many levels is a vital aspect of the departmental offerings. Many courses integrate laboratory experience with individual projects which often lead to more involved research programs. The student may continue his or her investigations through the senior year, possibly leading to graduation with honors.

Course Offerings

Biology

- 100 — General Biology
- 110 — General Zoology
- 111 — General Botany
- 112 — Molecular Biology
- 201 — Human Anatomy and Physiology
- 210 — Invertebrate Zoology
- 211 — Comparative Anatomy
- 213 — Field Zoology
- 214 — Environmental Biology
- 215 — General Microbiology
- 216 — Advanced Microbiology
- 218 — Plant Morphology
- 220 — Systematics
- 221 — Community Ecology
- 222 — Parasitology (on demand)
- 223 — Histology
- 224 — Developmental Biology
- 225 — Genetics
- 226 — Microbial Genetics
- 227 — Entomology (on demand)
- 232 — Plant Physiology
- 233 — General Physiology
- 234 — Animal Physiology
- 236 — Radiation Biology
- 240 — Behavior
- 250 — Laboratory Techniques of Cell Biology
- 302 — Biochemistry
- 326 — Evolution and Biological Theory
- 350 — Minor Problems
- 361-362 — Directed Study
- 400 — Senior Seminar
- 451-452 — Senior Research
- 461-462 — Individual Work for Honors

Recent Student Projects

- The Effects of Prostaglandins with Particular Emphasis on Their Role in the Cardiovascular and Renal Systems (an honors project) — Debra Cook
- The Electrical Properties of Bone Remodeling (an honors project) — Suzanne Bruckel
- Examination of Microbial Flora in an Industrial Waste Water System — John Singer
- Transplantation of Pancreatic Tissue in Diabetic Rats — George Williams
- Response of the Lichen *Parmelia Caperata* to Short Duration, Low Level Sulfur Dioxide Pollution — Richard D. Noyes

The Faculty

Philip E. Stukus

Associate Professor and Chairperson (1968-)
B.A., St. Vincent College; M.S., Ph.D., Catholic U. of America

Dr. Stukus' research interests are in the area of microbial physiology, particularly metabolism of hydrogen-oxidizing bacteria and the survival of microorganisms under unique environmental conditions. He has attended summer institutes at the U. of Montana and the U. of New Hampshire in recent years. He also has carried on an active research program during the summer months. Recently, he has served as a member of the university senate and the teacher education committee. He enjoys sports, particularly basketball and tennis.

Robert W. Alrutz

Professor and Director of the Biological Reserve (1952-)
B.S., U. of Pittsburgh; M.S., Ph.D., U. of Illinois

Dr. Alrutz is director of the Denison Biological Reserve and Environmental Studies coordinator. He has served as chairperson of the biology department and headed the Summer Institute in Ecological Studies. A visiting scientist with the Ohio Academy of Science, Dr. Alrutz's current research centers on behavioral biology of wild populations of small mammals.

Robert R. Haubrich

Professor (1962-)
B.S., M.S., Michigan State U.; Ph.D., U. of Florida

"I was born in Claremont, N.H. (1923) and attended the U. of New Hampshire (no degree), Michigan State U. (B.S. — forestry, wildlife option; M.S. — zoology, botany), and the U. of Florida (Ph.D. — biology, psychology). I worked in Arctic Limnology (summer 1952) at Pt. Barrow, Alaska; invertebrate zoology (summer 1953) Marine Biological Laboratory, Woods Hole, Mass.; studied ecological succession at the George Reserve (U. of Michigan) during summers of 1957-59; attended a Comparative Anatomy Institute at Harvard U. (summer 1962); and worked at the Earlham College Biological Station (teaching and research) in 1966-71. I taught at East Carolina College and Oberlin College before coming to Denison in 1962. Teaching areas at Denison include general zoology (Bio. 110), invertebrate zoology (Bio. 210), comparative anatomy (Bio. 211), and behavior (Bio. 240). Research interests include studies of aggression and hierarchical behavior in amphibians (S. African frog) and behavior, population, and development of the star-head topminnow."

Gail R. Norris

Professor (1949-51, 59-)
B.S., Ohio U.; M.S., Ph.D., Ohio State U.

Dr. Norris is a fellow in the American Nuclear Society and serves as a spokesperson for the GLCA's Oak Ridge National Laboratory off-campus program. He is the pre-med advisor for Alpha Epsilon Delta, the honorary pre-medical group here, and counsels students interested in paramedical fields. Active in the local Methodist church, Dr. Norris serves as a Denison representative on the GLCA Council and is interested in the stock market and table tennis.

Ken V. Loats

Associate Professor (1968-)
B.A., Central College; M.S., State U. of Iowa; Ph.D., Ohio State U.
Dr. Loats' research centers on plant physiology.

Raleigh K. Pettegrew

Associate Professor (1968-)
B.A., Baldwin-Wallace College; Ph.D., Kent State U.

During the summer of 1971, he directed student research in biology under a National Science Foundation's Undergraduate Research Participation program. Dr. Pettegrew, who is interested in the history of medicine, is involved in NINDS-funded research on central nerve cord regeneration with Dr. William F. Windle. Dr. Pettegrew is also interested in the physiology of aging, medical ethics, and pre-medical advising.

Allen L. Rebuck

Associate Professor (1966-)
B.S., Franklin and Marshall College; M.S., Pennsylvania State U.;
Ph.D., Duke U.

James Gerdy

Assistant Professor (1975-)
B.A., Lake Forest College; M.S., Northern Illinois U.

Kenneth P. Klatt

Assistant Professor (1969-)
B.S., Ohio State U.; Ph.D., U. of Minnesota

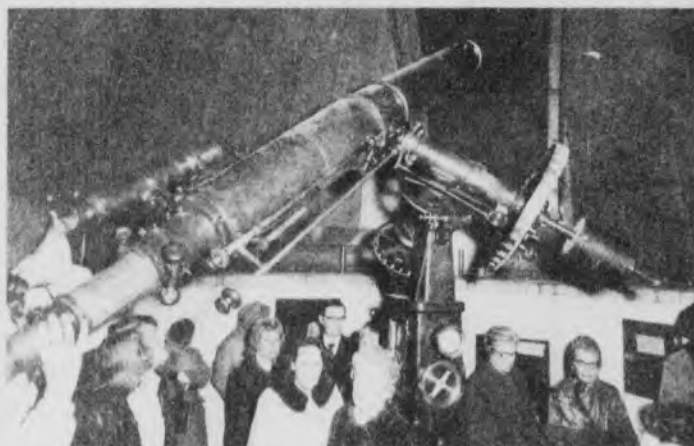
Since he has been at Denison, Dr. Klatt has received grants from the Research Corporation and the National Science Foundation to support his research. He is interested in studying the metabolism and physiology of certain fungi.

Senior Fellows (1974-75)

Debra Cook, Park Ridge, Ill.
Karen Long, Snyder, N.Y.
Richard Noyes, Orchard Park, N.Y.
Rebecca Peters, Middletown, O.
Bruce Rosenthal, Pittsburgh, Pa.



Dr. Joseph de Armas/Latin American Studies





Rev. Arthur Zebbs, center, and Benjamin McKeever/Black Studies



Dr. Robert Haubrich/Biology



Michael Jung/Art



Dr. Robert Alrutz/Biology

Chemistry

The Chemistry Department offers strong pre-professional background for students interested in careers in chemistry. It also affords opportunities for the chemical education needed by students in allied disciplines such as medicine and the other sciences. A few courses are offered exclusively for the non-science student.

The department's program is approved by the American Chemical Society, and our graduates readily find jobs or gain admission to graduate and professional schools of high quality. A large percentage of majors attend medical or dental school; some do so after only three years at Denison. A number pursue graduate work in chemistry or biochemistry leading to the M.S. and/or Ph.D. degrees. Some enter the business world; some become secondary school teachers; others are employed as chemists by chemical companies or research foundations.

The chemistry curriculum was modified early in 1974. Students may elect a program which leads either to a B.A. or a B.S. degree, depending on their interests. Both degree options include the need to pass a required comprehensive examination, normally taken in the spring of the junior year. This examination is designed to measure, qualitatively and quantitatively, both factual knowledge and interpretive ability. The comprehensive exam is followed by participation in the Chemistry Seminar in the fall semester of the senior year.

An important facet of an undergraduate chemistry program is the need for learning to make competent and critical judgments in the area of independent laboratory research. The department has a strong tradition of student participation in programs related to this general goal. Many of our majors undertake laboratory investigations (of variable duration) under the supervision of a faculty member. These investigations are frequently made even more productive through the close cooperation with the Owens-Corning Fiberglas Technical Center in Granville, and with Ohio State University and Battelle Memorial Institute in Columbus. Often such directed studies will lead to senior research problems which qualify the student for graduation with high or highest honors. Some ultimately lead to publications in scholarly journals. In all cases students are given a chance for seriously examining chemical problems of interest.

The departmental program is strengthened considerably by the contributions of students. They provide assistance in the laboratories, in the chemistry library, in the preparation of lecture demonstrations, and in the development of computer programs for instructional use. Sometimes their work leads directly to new experiments which can be used in laboratory instruction.

The Denison Chemical Society and the Student Affiliates of the American Chemical Society provide added opportunities for the exchange of ideas with faculty and with invited speakers.

Course Offerings

Chemistry

- 100 — Contemporary Chemistry
- 108 — Introduction to College Chemistry
- 201-202 — General College Chemistry
- 223-224 — Organic Chemistry
- 225-226 — Organic Chemistry Laboratory (Majors)
- 227-228 — Organic Chemistry Laboratory (Non-majors)
- 250 — Introduction to Research
- 300 — Impact of Chemical Science
- 302 — Biochemistry
- 317 — Inorganic Chemistry
- 341-342 — Physical Chemistry
- 351 — Topics in Experimental Chemistry
- 361-362 — Directed Study
- 421 — Topics in Organic Chemistry
- 431 — Chemical Analysis
- 441 — Topics in Physical Chemistry
- 451-452 — Senior Research
- 461-462 — Individual Work for Honors
- 471 — Chemistry Seminar

Recent Student Projects

- Amino Acid Compositions of Blue-Green Algal Ferredoxins (an honors project) — Thomas Anderson
- The Investigation of 1-Substituted Tetrazole Complexes of Selected Transition Metals (an honors project) — Robert Biefeld
- Formation of 1,3-Dioxolanes in the Reaction of Epoxides with Carbonyl Compounds: A Mechanistic Study (an honors project) — David Chesler
- Preparation of Dibenzyl Chloromethylphosphonate and Its Reaction with Morpholine (an honors project) — Catherine J. Harris
- Synthesis and Reactions of Allyl Isopropyl Chloromethylphosphonate (an honors project) — E. Wilson Griffin
- A Study of the Interaction of Trifluoromethyl Iodide and Xenon Difluoride (an honors project) — Robert Mannino
- Quantum Mechanics for Chemists — Robert Mannino
- Chemical Dating — Michael Mortimer
- Nitric Oxide and Nitrosyl Chloride Reactions with Rhodium Ligands (an honors project) — James Miller
- The synthesis of Azocyclopentane, Azocyclohexane, and Azocycloheptane (an honors project) — Edward Monie
- Computer Programs with Chemistry Computer Program Library — Russell Sawyer
- Reactions of $\text{IrCl}(\text{CO})(\text{PPh}_3)_2$ with Nitric Oxide Ligands (an honors project) — John Snyder
- Chemistry Computer Simulations (an honors project) — Steven Ytterberg

Faculty on Leave

*First Semester **Second Semester ***All Year

A book containing descriptions of courses offered this year at Denison is available by writing Denison University, Office of Publications, P.O. Box A, Granville, O. 43023.

The Faculty

John B. Brown

Professor and Chairperson (1952-)

B.S., U. of Kentucky; Ph.D., Northwestern U.

A certified professional chemist, Dr. Brown has been, while on various leaves from Denison, a visiting scientist in the laboratories of the Swedish Institute for Surface Chemistry (Stockholm), Atlas Chemical Industries, the Boeing Company, and Battelle Memorial Institute.

Gordon L. Galloway

Professor (1967-)

B.S., Franklin and Marshall College; Ph.D., Michigan State U.

Dr. Galloway was trained in the special area of inorganic chemistry. In addition to teaching that subject, he has also taught in the first-year chemistry sequences for pre-professional students as well as in the chemistry course designed exclusively for non-science majors. He has served as a member of the editorial board of the *Journal of Chemical Education* since 1970, was editor of Volume II of *Collected Readings in Inorganic Chemistry*, published in 1972, and is an active member of the general chemistry sub-committee of the division of chemical education of the American Chemical Society. He has co-authored a number of scientific articles, has been actively interested in (and has taught in the area of) the relationship of science to human values, and continues to work on the writing of a general chemistry textbook. Dr. Galloway relaxes by what he calls "almost compulsive" daily exercise which takes the form either of one mile of swimming or an hour of squash.

William A. Hoffman, Jr.

Professor and Dean of Admissions and Financial Aid (1960-)

B.S., Missouri Valley College; M.S., Ph.D., Purdue U.

Dr. Hoffman was appointed dean of admissions and financial aid in 1973. He is a councilor of the Columbus, O., section of the American Chemical Society, is interested in solution chemistry, and has participated in studies of the local water supply. Dr. Hoffman is dean of resident campus doodlers and is an apologist for the F.D.A. He has explored both areas in January Term courses.

Dwight R. Spessard

Professor, Wickenden Chair of Chemistry (1953-)

B.S., Otterbein College; Ph.D., Case Western Reserve U.

Dr. Spessard has received numerous research grants from the National Cancer Institute of the National Institutes of Health to support his work in synthesizing potential anti-cancer drugs. Active in the Columbus section of the American Chemical Society, Dr. Spessard is a member of the pre-medical committee on campus. He is an avid gardener, bowler, and tennis buff.

Richard R. Doyle

Associate Professor (1967-)

B.S., Drexel Inst. of Technology; M.S., Ph.D., U. of Michigan

Dr. Doyle is a member of the Registrar's Advisory Committee in 1974-76. Dr. Doyle is interested in the chemistry of mushrooms and offered a course in furniture refinishing during the 1972 and 1973 January Terms. He is presently serving as a career counselor for the Chemistry Department.

Thomas A. Evans

Associate Professor (1968-)

A.B., Grinnell College; Ph.D., Michigan State U.

Dr. Evans is the department's representative on the environmental studies committee (interested mainly in water quality, energy, and land use problems). His research, currently supported by a grant from the Petroleum Research Fund of the American Chemical Society, involves mechanism studies of iron metabolism and the reactions of epoxides and ferrocenes. He enjoys backpacking, handball, and golf.

George L. Gilbert

Associate Professor (1964-)

B.S., Antioch College; Ph.D., Michigan State U.

Dr. Gilbert has been a university senator and coordinator of the sciences. His research interests range from synthesis of potential anticancer drugs to development of new instructional techniques. Dr. Gilbert has twice offered January Term courses in glassblowing. He relaxes by camping and dabbling in creative cookery.

Robert K. Wismer

Assistant Professor (1974-)

B.S., Haverford College; Ph.D., Iowa State U.

Dance

The dance major allows each student to choose his or her own area of emphasis, including the following possibilities:

- To acquire a sufficient body of knowledge in dance and in all the fine arts.
- To develop the instrument to its fullest capacity.
- To become proficient in the knowledge of the craft involved in composition in many forms.
- To acquire a knowledge of theory and methods of teaching.
- To understand principles of anatomy and kinesiology applicable to the dancer and to the teacher of dance.
- To acquire a knowledge of the history of dance and to understand and relate its concepts and theories in the light of contemporary concepts and forms.
- To extend knowledge and experience to the construction of choreographic works.
- To provide a background for graduate school training in dance therapy.

Course Offerings

Dance

131, 141,

151 — Techniques of Movement

205-206 — Beginning Composition for Dance

225 — Jazz and Ethnic Forms

323-324 — The Art Form as Explored Through Dance

353-354 — Applied Anatomy and Kinesiology for Dancers

361-362 — Directed Study

425 — Performance Workshop

440-441 — Dance Notation

451-452 — Senior Research

461-462 — Individual Work for Honors

Recent Student Projects

Dance Therapy — Lynda Holloway and Dana Johnson
Advanced Composition for Production — Jan De Turk,
Mary Chris O'Connor, Cathy Cassel, Lenore
Partington, Molly Taylor, Barbara Harris, Gill Lucas,
Dana Johnson, Peggy Wettig, Beth Bratches and
Alexandra Tzetzio



Jan Wodynski Dance Co./Dance Artists-in-Residence



John Benissan/Visiting Lecturer Music and Dance



Dr. Thomas Gallant/Education



Dr. Paul King/Economics



Dr. Richard Doyle/Chemistry



Richard Kimble/Dance Artist-in-Residence



Dr. Anne Shaver/English



Dr. Dominick Consolo/English



Advanced Student Teaching — Barbara Harris, Dana Johnson, Mary Chris O'Connor, Lenore Partington, Molly Taylor and Peggy Wettig
 Dance as a Performance Activity — Diana McKallip
 Personality in an Impersonal Society: The 1920's in America, the roots of our mass society expressed through movement and the art of choreography (an honors project) — Mary Chris O'Connor

The Faculty

Susan Alexander

Assistant Professor and Chairperson (1971-)
 B.A., U. of California, Santa Barbara; M.A., Mills College
 Professionally trained with Merce Cunningham and Viola Farber in New York and with Margaret Jenkins and David Wood in California. Currently a soloist with Dancentral modern dance company in Columbus.

Anne Andersen

Assistant Professor (1975-)
 B.A., Carleton College; M.F.A., U. of Wisconsin

Artists-In Residence

Gus Solomons, Jr., and Santa Alo, First Semester
 Richard Kimble, Second Semester

Senior Fellows

Barbara Harris, Charleston, W. Va.
 Peggy Wettig, Grove City, Pa.

Economics

The courses offered by the Department of Economics deal with fundamental problems involved in the social process of utilizing scarce resources to satisfy human wants. The primary goals are threefold.

First, to promote an understanding of basic economic aspects of society and to provide a base for intelligent and effective participation in modern society. Whatever one's interests or career plans, intellectual curiosity about the functioning of the economy and a willingness to engage in analysis are prime requisites for success.

Second, to provide essential background in economics for students considering careers in business or government and for graduate study leading to careers in business, business economics, government, international affairs, high school and college teaching, industrial relations, and law. The combined major in mathematics and economics is especially useful for students contemplating graduate work at major schools of business. While not professional, the department's program provides a basic grounding in the materials needed in many careers, especially business.

Third, to furnish a basic foundation in economics for students planning to pursue graduate studies in

economics. All majors take a full year of intermediate theory and are encouraged to take mathematics as their ability allows. Those interested in economics as a career should consider the joint mathematics-economics major.

The department encourages all students to be flexible in designing their own sequence of courses, including interdepartmental and joint majors, depending on their career objectives. At least six seminars are offered each academic year on assorted topics, many of these at student request. In addition, senior research, honors work, January business internships and directed studies give economics majors a wide variety of experiences.

Course Offerings

Economics

- 200 — Principles and Problems
- 249 — Accounting Survey
- 300 — Contemporary Economic Issues and Policy
- 301 — Macro Economic Analysis
- 302 — Micro Economic Analysis
- 310 — Public Finance
- 311 — History of Economic Thought
- 312 — Comparative Economic Systems
- 313 — Industrial Organization and the Public Control of Business
- 314 — International Economics
- 315 — Money and Banking
- 316 — Economic Development
- 317 — Labor Economics
- 318 — Economic Development of the United States
- 320 — Urban Economics
- 323 — Managerial Economics
- 350 — Seminars
- 361-362 — Directed Study
- 451-452 — Senior Research
- 461-462 — Individual Work for Honors
- Teaching of Social Studies (See Education 320)

Recent Student Projects

- The Multinational Corporation: An Analysis of Licensing and Nationalism (an honors project) — Christine Amsler
- Provision of Social Services in the United States and the Soviet Union: A Comparative Study — Tony Trecziak
- Simulation Model of the Retail Florist Industry (an honors project) — Robin Symes
- The Economic Philosophy of John Kenneth Galbraith (an honors project) — Robert Knuepfer
- The Role of Motivation in Job Situations: Its Relationship to Satisfaction, Performance, and Pay (an honors project) — Carl Moellenberg
- An Examination of Computer Games and Models in Economics — Dave Huddelston
- An Economic Framework for the Analysis of Land Use Planning (an honors project) — Jeff Nelson
- Entrepreneurial Activity: The First Years of Operation of a Firm — Philip Rudolph
- Wage Determination and the Phillips Curve (an honors project) — John Oest
- Regression Analysis of Sports Economics — Kenneth J. Peters

Gold Standard: Irrelevant Relic or Competent Device —
 Kevin J. McNamara
 The Effects of the Celler-Kefauver Act on Grocery Chains
 — Andrew S. Hanen
 Property Rights and Externalities — Kevin J. Wolff
 Numismatic Speculation — Wayne A. Jenkins

The Faculty

Paul G. King

Associate Professor and Chairperson (1967-)
 A.B., M.A., U. of Detroit; Ph.D., U. of Illinois

Dr. King is a specialist in economic policy and economic development. His current research interests involve the development of computer assisted instruction in economics and the building of simulation models which relate the economic system to environmental quality.

Daniel O. Fletcher

Professor (1966-)
 A.B., Oberlin College; M.A., Ph.D., U. of Michigan

Dr. Fletcher is specifically interested in government and business relations. He has taught this subject on four campuses and worked in Washington, D.C. getting practical experience. Dr. Fletcher is the author of articles dealing with American economic history.

William L. Henderson

John E. Harris Professor (1960-63, 65-)
 B.S., A.M., Ph.D., Ohio State U.

Stanley W. Huff

Associate Professor (1967-)
 B.A., Kenyon College; M.A., Ph.D., Princeton U.

Dr. Huff's major research and teaching interests lie in the areas of labor and manpower policy. He has developed and currently teaches an interdepartmental course in career planning and is doing research in this area. Outside the classroom, his major avocation is long-distance running. He has run several marathons, including the 1975 Boston Marathon, as well as in various races of 3-18 miles throughout Ohio. He also coaches the college's cross-country team.

Larry C. Ledebur***

Associate Professor (1967-)
 B.A., Austin College; M.A., Ph.D., Florida State U.

Dr. Ledebur served as Associate Dean of Students (in charge of upperclassmen) for three years before returning to full-time teaching in the fall of 1973. He is co-author of two books: *Economic Disparity and Urban Economic Problems and Prospects*, and has written a number of articles. His current research interests are leadership dynamics, creative critical thinking, "future" studies, and urban and regional economics. He served as director of the Denison Program on Learning through Simulations in 1974-75.

Robin L. Bartlett

Assistant Professor (1973-)
 A.B., Western College; M.A., Ph.D., Michigan State U.

Dr. Bartlett is particularly interested in money and banking and domestic financial institutions. Her experience as an economist for the Board of Governors in Washington gives her first hand knowledge of the inner workings of the Federal Reserve. In addition, Dr. Bartlett has presented several papers at professional meetings on the topic of women as workers. Her dissertation concerns the impact of workers on the distribution of family earnings. For entertainment and relaxation she enjoys sports, particularly golf.

Richard L. Lucier***

Assistant Professor (1971-)
 B.A., Beloit College; M.S., Purdue U.; Ph.D., Claremont Graduate School

Dr. Lucier, a university senator, has headed the academic affairs council. He is an academic adviser, with Drs. John Kessler and Rod Grant, for international students attending Denison. His research interests include revenue sharing, economic analysis of voting behavior, and multinational corporations. He has presented a discussion of "International Money Markets" to Alumni Clubs in Buffalo and Rochester, N.Y., and St. Louis, Missouri. He is on leave this year as an Economic Policy Fellow at the Brookings Institution, working in the Department of the Treasury on questions of international economic policies.

Jan Palmer

Assistant Professor (1975-)
 B.A., U. of Michigan; M.A., Ph.D., Michigan State U.

Esen Mutluay

Teaching Intern (1975-)
 B.A., Robert College (Istanbul); M.S., M.A., Baylor U.

Education

The Education Department has two basic goals.

One such goal is to develop persons who are sufficiently knowledgeable about the education process and the institutional framework within which formal education presently takes place that they can make intelligent value judgments and decisions about current and future educational issues.

The second goal is to prepare professionals who possess the characteristics described above, and who in addition, possess the understandings, skills, and attitudes necessary to effectively and significantly facilitate the desirable growth and learning of young people.

In relation to that proportion of those parts of the teacher certification program which a student completes, he or she will be able to:

- Describe the physiological, emotional, and intellectual growth patterns which characterize human beings from infancy through adolescence, and relate the significance of these patterns to theories of learning.
- Describe the major characteristics and problems of American education, both past and present, and critically evaluate several of the most important educational trends in relation to their potential for meeting these problems.
- Philosophize concerning some of the crucial issues and presuppositions of education and relate prominent educational philosophies to basic practical problems of contemporary education.
- Select, from a wide variety of materials, resources, and teaching approaches, those which are most appropriate to his or her teaching field(s), his or her own personality, the nature of individual learners, and the occasion at hand, and utilize them in such a way as to motivate learning and promote desirable growth in young people.

Course Offerings

Education

- 213 — Curriculum and the Social Order
- 217 — Child and Adolescent Development
- 311 — Teaching of Science
- 315 — Teaching of Music in the Elementary School
- 316 — Teaching of Music in the Secondary School
- 320 — Teaching of Social Studies
- 326 — General and Special Methods of Teaching
- 329 — Methods and Materials of Physical Education
- 331 — Teaching of English
- 339 — Teaching of Speech
- 341 — Teaching of Art
- 343 — Teaching of Modern Languages
- 345-346 — Special Problems
- 361-362 — Directed Study
- 373 — Issues in Higher Education
- 415 — Student Teaching
- 417 — Internship
- 420 — Philosophy of Education

Recent Student Projects

- Field Experiences in Elementary Education — Jeanne Lehman
- Montessori Education — Catherine Gellein and James Hadley
- Curriculum Innovation in Teaching Secondary English — Jane Sterling
- Field Experience in School Guidance — Charles Whipple
- Education of the Mentally Retarded — Scott Devenney
- Teaching Reading in the Primary Grades — Evelyn Jordan

The Faculty

Thomas F. Gallant

Professor and Chairperson (1965-)
B.A., Ohio Wesleyan U.; M.Ed., U. of Maryland; Ed.D., Case Western Reserve U.

Dr. Gallant is a member of the university senate and was chairperson of that body during 1974-75. As head of the Education department, he also fills the position of chairperson of the faculty-student committee on teacher education. He has published several articles exploring the Progressive Education movement of the 1920's-40's and its parallels in higher education today. Dr. Gallant's hobbies are handball and family camping.

Samuel D. Schaff

Professor and Registrar (1948-)
B.A., Denison U.; M.A., Ohio State U.; Ed.D., Columbia U.

Dr. Schaff, a member of the administration and faculty since 1948, was appointed registrar in 1965. He serves students as registrar and counsels upperclassmen as Denison's graduate and professional school counselor. Dr. Schaff serves as chairperson of three university committees: the registrar's advisory committee and the faculty premedical and prelaw committees.

Sonya Evans

Assistant Professor (1975-)
B.S., Otterbein College; M.A., Ohio State U.

English

The English department at Denison brings to the study of language and literature a wide diversity of viewpoint and method. As a department we believe that literature is a serious expression of human capabilities and inadequacies, aspirations and disappointments. We believe, further, that people can learn to deal with their inadequacies and disappointments by increasing their ability to function symbolically in their environment. We wish to share these beliefs with our students, exploring with them the possibilities for becoming actively creative human beings.

We urge our students to range widely in quest of their purposes — in the literature of the past as well as the present, of cultures foreign as well as familiar. We encourage them, moreover, to participate in the process of improving our tools and methods of symbolization, both in writing and in related media.

We especially value an increased sensitivity to uses and misuses of the English language; its multiple potentialities for expressiveness and for banality or degradation; its social conventions or implications and its manifestations of distinctive human personality; its existence as a symbol-system and its relationship to other symbol-systems of human thought and imagination.

For those students who wish to major in English, to develop a special competence in literature and/or writing, the department offers programs of study intended to foster such development. Our offerings in writing are extensive and varied; our courses in literature present the subject matter from many diverse viewpoints and in numerous patterns of organization — by historical era, by genre, by nationality or culture, and by theme or subject matter.

We do not, however, view writing and literary study as the exclusive prerogatives or responsibilities of a single department. Our objectives relate closely to those of other disciplines and departments within a liberal arts college. We and our students hope to pursue our work in English as a development, in part, of this inter-relationship among the various academic disciplines which exist at Denison.

Course Offerings

English

- 101 — Writing: Thought and Language
- 200 — Corrective and Developmental Reading
- 210 — Major English Writers
- 212 — Recurrences and Renovations
- 220 — 20th Century British and American Fiction
- 230 — American Literature: Tradition and Innovation
- 237 — Advanced Composition
- 238 — The Art and Craft of Journalism
- 300 — Contexts for Literature
- 310 — Studies in Literature
- 340 — Modern Drama and Its Origins
- 341 — Studies in the English Novel
- 342 — Studies in the Modern Novel
- 346 — The English Language
- 347 — Poetry: 20th Century Poets of Britain and America
- 349 — Studies in European Literature
- 350 — Modern European Literature

- 351 — Asian Literature in English Translation
- 352 — The Bible as Literature
- 354 — Imagination and Black Experience in America
- 356 — The Narrative and Poetry of Black America
- 357 — Rendezvous with the Third World
- 359 — Oral Tradition and Folk Imagination (Black)
- 361-362 — Directed Study
- 365 — Medieval and Renaissance Literature
- 366 — Seventeenth and Eighteenth Century British Literature
- 367 — Romantic and Victorian Literature
- 368 — Studies in Nineteenth Century American Literature
- 371 — Chaucer
- 372 — Shakespeare
- 374 — Milton
- 383 — Narrative Writing
- 384 — Essay and Article Writing
- 385 — Poetry Writing
- 410 — Literary Criticism
- 451-452 — Senior Research
- 461-462 — Individual Work for Honors
- Teaching of English (See Education 331)

Recent Student Projects

- Myth as Metaphor in the Fiction of Malcolm Lowry (an honors project) — Laura Deck
- Navigator Renavigatus: A Study in Herman Melville (an honors project) — Robert Seith
- Chiaroscuro: A Collection of Six Short Stories (an honors project) — Heather Johnson
- Woman and Women in Lawrence's Fiction (an honors project) — Barbara Bennett
- Beowulf and the Twentieth Century — John Vogt
- The Second Reading: Ezra Pound's Eleven New Cantos — Suzi Harriss
- Twenty Poems by Hagiwara Sakutarō — Suzanne Olton
- Think Piece: Essays on Selected Works of Jane Austen and Charles Dickens (an honors project) — Katherine Kremer Neumann
- T. S. Eliot "Four Quartets" (an honors project) — Sue Anne Payne

The Faculty

Tommy R. Burkett

Associate Professor and Chairperson (1963-)
B.A., M.A., Rice U.; Ph.D., U. of Kansas

Paul L. Bennett

Professor (1947-)
B.A., Ohio U.; M.A., Harvard U.

Paul Bennett is a student of modern and American literature, gardener, orchardist, and inveterate rope-jumper. He has written film scripts for colleges and industry, and publishes poetry, articles, and fiction in various magazines. In 1973-74 he held a National Endowment for the Arts writing fellowship, and in 1975 he published the novel *The Living Things*.

Dominick P. Consolo

Professor (1958-)
B.A., M.A., Miami U.; Ph.D., U. of Iowa

A former professional jazz trumpet player, Dr. Consolo recently was a Fulbright-Hays Lecturer in literature at Tel-Aviv U. in Israel.

Lenthil H. Downs

Professor (1947-)
B.A., Tusculum College; M.A., Ph.D., U. of Iowa

Dr. Downs has served a term as chairperson of the English department. In recent years, he has co-authored two books: *A Primer for Playgoers* and *Contemporary Literature of the Western World*.

Quentin G. Kraft

Professor (1961-)
A.B., Brown U.; M.A., Ph.D., Duke U.

Richard Kraus

Professor (1966-)
A.B., A.M., U. of Michigan; Ph.D., Stanford U.

Winner of three Avery Hopwood Literary Prizes, Breadloaf Writing Fellow, Stanford Writing Fellow. Previously taught at U. of Michigan, U. of Minnesota, Leland Stanford Junior U., U. of Utah, and San Francisco State College. Visiting associate professor of English at Stanford in 1971.

Nancy E. Lewis

Professor, Lorena Woodrow Burke Chair (1946-)
A.B., Denison U.; M.A., Duke U.; Ph.D., Ohio State U.

Dr. Lewis holds the Lorena Woodrow Burke Chair of English. Her field of academic interest is English literature of the Renaissance and the Seventeenth Century, with special attention on Shakespeare and Milton. Dr. Lewis is a past chairperson of the English department, a former university senator, and currently serves on the academic affairs council.

Kenneth B. Marshall**

Professor (1953-)
A.B., M.A., Ph.D., U. of Michigan

John N. Miller*

Professor (1962-)
A.B., Denison U.; A.M., Ph.D., Stanford U.

A sports and fishing enthusiast, he recently edited *A World of Her Own: Writers and the Feminist Controversy*, a volume examining various writers' views toward women. More than ninety of Dr. Miller's poems have appeared in various periodicals. Dr. Miller has been vice-chairperson of Denison's teaching faculty.

William W. Nichols

Associate Professor (1966-)
B.A., Park College; M.A., Johns Hopkins U.; Ph.D., U. of Missouri
William Nichols brings to Denison a touch of the Pacific Northwest, where he grew up. His special interests are autobiography, Afro-American literature, and the impact of technology on literature and history in the 19th and 20th centuries.

Charles J. Stoneburner

Associate Professor (1966-)
A.B., Depauw U.; B.D., Drew U.; M.A., Ph.D., U. of Michigan

Descendent of early wasp farmers & clergymen in the region, who has lost his sting; former pastoral & campus minister, who is still grass-stained from that idyll; bookworm without backbone but with belly-laughter, the guffaws of which are structural & the giggles ornamental, bafloon of bafflement, clodhopping plodder among grasshoppers, dumpy, orotund, pedantic & otherwise stodgy, bearded, blackclad, red-thermos-bearing, Tony Stoneburner is a would-be master & servant of language in which human word doubles as divine Word, an interlinear & marginal interpreter of text & context, & a victim of two oxidations — the bright quick fire of Methodist enthusiasm & the slow, dull rust of postromantic-modernist irony.

Ann K. Fitzgerald**

Assistant Professor and Assistant to Provost (1972-73, 74-)
B.A., Mt. Holyoke College; M.A., U. of Wisconsin

Benjamin F. Mc Keever

Assistant Professor (1971-)
B.S., Ohio U.

A Cancerian by birth, Mr. McKeever is married to a Cancerian, Bernadette, former assistant dean of students. He and his wife came to Denison in 1971, after he had taught Afro-American literature for two years (1969-71) in the English Department of their Alma Mater. Formerly involved in community action programs in his hometown of Pittsburgh, Mr. McKeever has done graduate work at the U. of Chicago and the Chicago Theological Seminary. Theology and literature as well as Afro-American Studies represent his major academic interests which Mr. McKeever translates into courses treating mythology, folklore, and "multiethnic" literature.

Anne Shaver

Assistant Professor (1973-)
A.B., U. of Kentucky; M.A., Northwestern U.; Ph.D., Ohio U.

Nancy A. Nowik

Instructor (1972-)
A.B., Mundelein College; M.A., Stanford U.

Ms. Nowik taught at Ohio State U. before joining the Denison faculty. She taught at the U. of Santa Clara before going to Ohio State in 1968 to work on a Henry James dissertation for her doctorate degree. She has held Woodrow Wilson and NDEA fellowships.

Geology and Geography

The objective of the Department of Geology and Geography is a three-fold one: first, to teach courses which enable Denison students to become acquainted with earth science, particularly those aspects related to environmental problems and aspects involving concepts of time and scale and the interrelatedness of geology with other sciences — astronomy, chemistry, physics, and biology; secondly, to prepare majors to enter graduate school equipped with basic information, skills, and understanding, leading, after University training, to a career as a professional geologist or geographer; and thirdly, to equip young men and women with the necessary information and skills to enter upon a career as teacher of earth science in the secondary schools.

Course Offerings

Geology

- 105 — Fundamentals of Earth Environment
- 111 — Physical Geology
- 113 — Historical Geology
- 211 — Mineralogy
- 212 — Petrology
- 213 — Paleontology
- 214 — Sedimentation and Stratigraphy
- 215 — Geology of Natural Resources
- 216 — Environmental Geology
- 311 — Structural Geology
- 312 — Advanced Physical Geology
- 320 — Geological Investigation in the Field
- 361-362 — Directed Studies

- 400 — Summer Geology Field Camp
- 401 — Selected Topics in Geology
- 461-462 — Individual Work for Honors

Geography

- 201 — Weather Forecasting and Weather Phenomena
- 225 — Geography of Eastern United States
- 226 — Geography of Western United States
- 230 — Geography of Latin America
- 232 — Geography of Western Europe
- 240 — Geography of Soviet Union
- 261 — World Political Geography
- 361-362 — Directed Studies

Recent Student Projects

- Victorian England and Modern America: A Geopolitical Comparison of Two Nations During Their Eras of World Leadership — Peter Acker
- Readings in Environmental Geology — Michael Beck
- The Petrographic Study of Flint from Aboriginal Quarrying Sites in Southeastern Ohio (an honors project) — Jeff Carskadden
- Oceanography: Selected Topics — John Charley
- A Study of Three Scottish Geologists in the Intellectual Climate of the Early 19th Century — Emily Cline
- Readings in Oceanography — Roger Gilfert
- Readings in Oceanography — Thomas Hardy
- The Primitive Earth — David Horning
- Subsurface Mapping (a project in petroleum geology) — Keith Niskanen
- A Non-scientist's Science Course — Elizabeth Phillips
- Depositional Parameters of the Berne Conglomerate and the Geologic Significance of Factor Analysis (an honors project) — Robert Rice
- Terrain Analysis and Land-use Planning in the Granville Area — Susan Specht

The Faculty

Kennard B. Bork

Associate Professor and Chairperson (1966-)
B.A., Depauw U.; M.A., Ph.D., Indiana U.

Dr. Bork directed the first two January Terms at Denison in 1971 and 1972. He is the author of several articles on invertebrate paleontology and reconstruction of ancient environments using statistical analysis of sediments. His current research focuses upon the history of French geology and he enjoys reading, art history, opera, and baroque music.

Charles E. Graham

Professor (1953-)
B.S., M.S., Washington State U.; Ph.D., U. of Iowa

In addition to advanced geology courses, Dr. Graham teaches a self-paced course in earth environment with the help of paid student proctors. His interests in hiking, skin diving, canoeing, and back packing bring off-campus January Term offerings such as skin diving and hiking in the Virgin Islands, or a camping hiking geology trip to the Big Bend area of Texas. An introductory weather forecasting and climatology course is being developed for 1976. Other activities include University Senate, a governor appointed position on Ohio Oil and Gas Board, research on the Berne Conglomerate (a rock unit found in Central Ohio), and a continuing search for a life style which recognizes and minimizes the rapid depletion of natural resources.

Richard H. Mahard

Professor (1941-)

A.B., Eastern Michigan U.; M.A., Ph.D., Columbia U.

Dr. Mahard has served as secretary, vice-president, and chairperson of the geology and geography section of the American Association for the Advancement of Science. Dr. Mahard is currently serving his second term as a member of the Granville Village Council. Dr. Mahard's particular concern as one of Denison's longer-tenured faculty members is the problem of town-college relationships.

Robert J. Malcuit

Assistant Professor (1972-)

B.S., M.S., Kent State U.; Ph.D., Michigan State U.

Dr. Malcuit has broad research interests in the geological sciences. Currently his research is centered on deciphering geological evidence relating to the history of the lunar orbit (an extension of his doctoral thesis research) and to the petrologic evolution of the primitive earth and moon.

Senior Fellows

John Bair, Lancaster, Pa.

Sallie Beeghly, Youngstown, O.

History

The Department of History seeks to advance historical studies and humane learning along a broad front.

We believe that our introductory surveys provide students with invaluable perspectives upon the problems and prospects of their own times. Our advanced courses, in more systematic and intensive ways, pursue the same objective; they also reveal more of the rigor, the wonder, the wide possibilities of the discipline. Most of our majors do not go on into graduate work in the field, but our aim is that all will find the historical approach vital to their enjoyment of life.

Though every field of learning has its historical dimension, the professional possibilities for persons trained in history are most obvious in teaching, the law, the foreign service, libraries, museums, editing, and news research.

Course Offerings**History**

- 201 — The Individual and the Social Order in Ancient and Medieval Times
- 202 — The Individual and the Social Order in Modern Times
- 205 — Early Modern Europe
- 211 — Modern Europe
- 215 — The History of Blacks in America
- 221 — American Civilization
- 301 — The Colonial Background to the American Revolution
- 302 — The Idea of American Union: The Early National Period

- 303 — The American Frontier
- 305 — Recent American History
- 307 — American Diplomatic History
- 311 — American Intellectual History
- 312 — The City in America
- 314 — American Social History since 1860
- 316 — Topics in Black History
- 333 — The Middle Ages
- 335 — England in the Middle Ages
- 337 — The Age of the Renaissance
- 338 — The Age of the Reformation
- 342 — England under the Tudors and Stuarts
- 343 — Modern Britain
- 347 — History of Russia to 1917
- 348 — History of the Soviet Union
- 351 — European Diplomatic History: 1815-1914
- 352 — Social History of Modern Europe (19th and 20th Centuries)
- 353 — War and Revolution in the 20th Century
- 356 — Intellectual and Cultural History of Modern Europe (19th and 20th Centuries)
- 360 — Studies in History
- 361-362 — Directed Study
- 371 — China in Revolution
- 373 — History of Japan
- 375 — Development of the Modern Middle East
- 381 — Africa: Dynamic and Diversified Continent
- 391 — Introduction to Latin America
- 392 — Modern South America
- 393 — Modern Latin America: Evolution or Revolution?
- 394 — History of Brazil
- 431 — Seminars
- 451-452 — Senior Research
- 456 — Senior History Project
- 461-462 — Individual Work for Honors

Recent Student Projects

- The Changing Nature of the American Black Rights Movement: 1954-1974 — Paul Clark
- The Causes of the Great Depression from a Historical and Economic Perspective and the Hoover Response (an honors project) — William Goldsmith
- Hitler's Henchmen: A Study in Empire Building — David Hughes
- Soviet Russia in the 1920's through Literature (an honors project) — Carolyn Lown
- The California Goldrush: An Individual Perspective — Sarah Lynn
- The Effect of Stable Government on Economic Development in Mexico and Cuba — Pamela Miller
- Harry S. Truman: The First Year (an honors project) — Robert Riley

The Faculty**Clarke I. Wilhelm**

Professor and Chairperson (1962-)

B.A., U. of Minnesota; M.A., Ph.D., Johns Hopkins U.

Dr. Wilhelm was a university senator and chaired the senate during its first year in 1971-72. He has edited *VIDYA*, a journal of the Regional Council for International Education. A member of several committees, Dr. Wilhelm enjoys the film, popular culture, and athletics.



Dr. Charles Graham/Geology and Geography

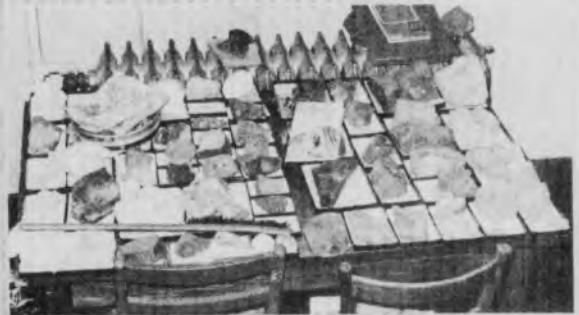
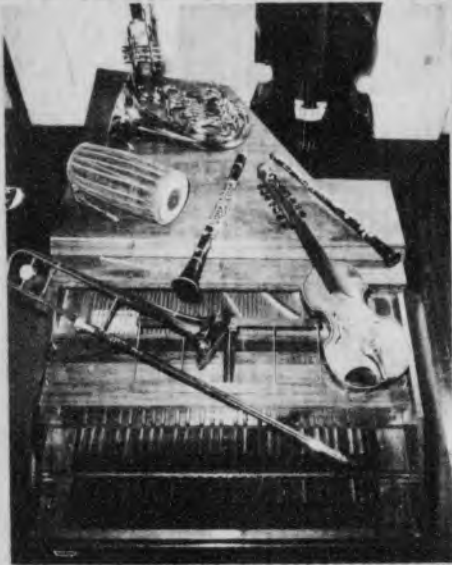
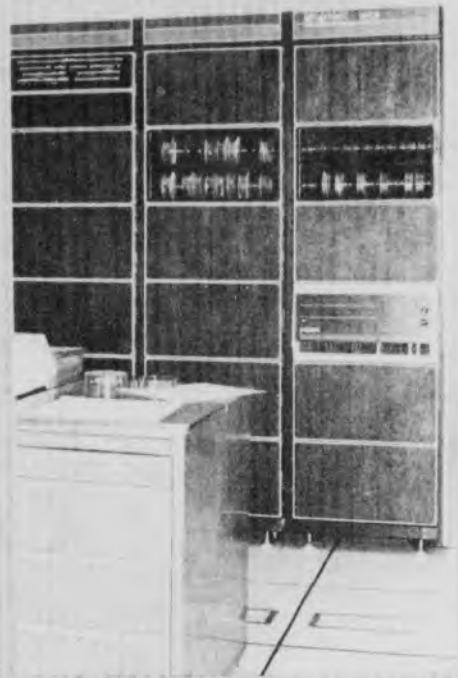


Dr. William Dennis, left, and Dr. Robert Toplin, right/History

Dr. W. Neil Prentice/Mathematical Sciences



Frank Bellino/Music



Dr. Jack Kirby/History



Dr. Arnold Joseph/Modern Languages

G. Wallace Chessman

Professor, Alumni Chair (1950-51, 53-)
B.A., M.A., Ph.D., Harvard U.

Except for two years of service with the State Department, Dr. Chessman has taught at Denison since 1950. Dr. Chessman specializes in Theodore Roosevelt, and the Progressive Movement. He has written two books on Roosevelt, the latest being *Theodore Roosevelt and the Politics of Power*. He also wrote *Denison: The Story of an Ohio College*, and now serves as the college's Archivist.

Morton B. Stratton

Professor (1943-)
B.A., Tufts U.; A.M., Ph.D., U. of Pennsylvania

Dr. Stratton's current interests include the comparative study of institutions of the East and West.

David S. Watson*

Professor (1954-)
B.A., Illinois College; Ph.D., U. of Chicago

Dr. Watson's academic interests are modern British history and European intellectual history. He enjoys reading, dogs, and traveling on freights. A staunch Yank, he confesses to a severe case of Anglophilia.

William C. Dennis

Associate Professor (1968-)
A.B., Earlham College; M.A., Ph.D., Yale U.

"I think it would be very wicked indeed to do any thing to fit a boy for the modern world."

"It's a short-sighted view, Scott-King."

"There, headmaster, with all respect, I differ from you profoundly. I think it the most long-sighted view it is possible to take."

Evelyn Waugh, *Scott-King's Modern Europe*

Dr. Dennis' interests include American puritanism, Jacksonian democracy, conservative political theory, and mountain climbing.

Michael D. Gordon

Associate Professor (1968-)
B.A., M.A., Ph.D., U. of Chicago

Dr. Gordon offers courses in Medieval and Early Modern European history. His particular specialties are Spanish history and Renaissance political thought. He is currently developing an interest in comparative European legal history.

Robert B. Toplin**

Associate Professor (1968-)
B.A., Pennsylvania State U.; M.A., Ph.D., Rutgers U.

Dr. Toplin recently completed writing two books, a study of the abolition of slavery in Brazil and an examination of slavery and race relations in Latin America. Work for these and other studies has been supported by grants from the Ford Foundation, the Denison University Research Foundation, the American Philosophical Society, and the National Endowment for the Humanities. Dr. Toplin, a Latin American specialist and member of the university senate, is also interested in the problem of violence. He recently developed a course, "The Problems of Violence in American History and Culture," and plans to write a book on the subject. In terms of recreation, Dr. Toplin enjoys paddle ball in the winter, tennis in the summer, and trips to Latin America anytime of the year.

Bruce E. Bigelow

Assistant Professor (1971-)
B.A., College of Wooster; M.A., Ph.D., U. of Chicago

Dr. Bigelow is a specialist in Russian, Balkan and Middle Eastern history. He has been the recipient of NEA foreign language and Fulbright-Hays foreign study fellowships. Dr. Bigelow served as assistant director of the GLCA urban studies seminar in Yugoslavia during the summers of 1970 and 1972 and directed Colgate U.'s Yugoslav study program in 1975. He is also interested in making historical films.

Amy Gordon

Assistant Professor (1968-69, 1970-71, 1975-)
B.A., Connecticut College; M.A., Ph.D., U. of Chicago

Dr. Gordon offers courses in Early Modern Europe and Tudor-Stuart England. Her current interest is in French historical thought and the contact between European and non-European cultures in the Early Modern period.

John B. Kirby

Assistant Professor (1971-)
B.A., U. of Wisconsin; M.A., U. of Michigan; Ph.D., U. of Illinois

"As an undergraduate at the U. of Wisconsin, I came to believe that history was the most meaningful way to learn who we are as a people and what we should do. After too many years of graduate school and various community involvements, I still believe in that premise but with far less certainty."

Judith Laird

Assistant Professor (1974-)
B.A., Winthrop College; M.A., U. of Manchester; Ph.D., U. of Kansas

Judy shares a joint appointment in U.S./Latin American history with her husband, Larry K. Laird. As a specialist in U.S. urban/ethnic history, she offers courses in immigration and ethnicity, labor history, the U.S. survey, and related topics. During the past two years she conducted sessions in ethnic history for H.E.W. institutes at Indiana State U. Her current research interest is Mexican immigration and assimilation. She began her career as a European historian, specializing in urban/labor history. She holds a M.A. in that field and recently published four bibliographical entries in an on-going work, *The Dictionary of Labour Biography*.

Larry K. Laird

Assistant Professor (1974-)
B.A., Kansas State U.; M.A., Ph.D., U. of Kansas

Dr. Laird is truly an aficionado of Latin American culture. He is a specialist in Latin American economic development, especially in the agricultural sector. Apart from his academic interests, Dr. Laird is involved in photography, gardening and the restoration of antique clocks.

Donald G. Schilling

Assistant Professor (1971-)
B.A., DePauw U.; M.A., Ph.D., U. of Wisconsin

In 1969-70, Dr. Schilling was a Charles K. Adams Fellow and spent the year doing research in Great Britain on British educational policy in Kenya from 1894 to 1939. He continues to work and write on this topic. His academic interests, however, are varied, including modern European history, nationalism, African history, and the interaction of Europe with the Third World. The development and use of new teaching techniques such as simulation/gaming also intrigue him. For relaxation and exercise he turns avidly to tennis.

Senior Fellows

Hal Arenstein, Wyoming, O.
Eric Friedman, Strongsville, O.
Jane Laupus, Seymour, Ind.
Julie Ramsey, Lebanon, Pa.
Elaine Powell, Waynesburg, Pa.

Faculty on Leave

*First Semester **Second Semester ***All Year

A book containing descriptions of courses offered this year at Denison is available by writing Denison University, Office of Publications, P.O. Box A, Granville, O. 43023.

Mathematical Sciences

The Department of Mathematical Sciences has designed a program that aims at meeting the educational needs of the following groups: 1) Those students interested in a professional career in mathematics (including computer science); 2) those students in other disciplines which use mathematics as a tool; and 3) those students who want to gain some understanding of mathematics as an art and science (see Mathematics 100, 101, 102). Those students majoring in mathematics can concentrate in areas of particular interest such as pure mathematics, applied mathematics or computer science. Students have access to the computer center which is equipped with an PDP 11 model 45 time-sharing system.

The department also offers a program in cooperation with the Economics Department which emphasizes the uses of mathematics as it relates to business management and economic theory. A student interested in quantitative aspects of Economics who wishes a strong mathematics background may elect this combined major.

A wide variety of opportunities exist for the person with training in mathematical sciences. Graduates may take positions directly as professional mathematicians in such fields as actuarial science, computer science, and applied statistics. Another type of position directly available is in the teaching of mathematics. During the last several years a number of students have obtained good positions in high school teaching. The remaining students majoring in mathematics continue their training either in the field of mathematics, or use their training here to go on to professional schools of law and medicine. Students who have gone on to an M.A. or a Ph.D. degree in mathematics have taken positions with large industrial companies or have become college professors. In recent years, an increasing number of our students have used mathematics as the undergraduate major in preparing for law school and medical school.

Course Offerings

Mathematical Sciences

- 100 — Mathematics — Art and Science
- 101 — Introductory Computer Science
- 101H — Introductory Computer Science (Honors)
- 102 — Statistics — Data Analysis
- 105 — Introductory Mathematics
- 121-122 — Introductory Calculus
- 123-124 — Introductory Applied Calculus
- 125-126 — Honors Calculus
 - 221 — Elementary Linear Algebra
 - 222 — Intermediate Analysis
- 251 — Computer Programming and Problem Solving
- 307-308 — Probability and Mathematical Statistics
- 321-322 — Advanced Analysis
 - 326 — File Organization and Data Structures
 - 351 — Differential Equations
 - 352 — Numerical Analysis
 - 353 — Programming Languages and Data Structures
 - 354 — Computability and Formal Languages
 - 355 — Computer Organization and Systems Programming

- 361-362 — Directed Study
 - 365 — Abstract Algebra
 - 366 — Linear Algebra
 - 375 — Modern Geometry
 - 399 — Mathematics Seminar
- 400-401 — Advanced Mathematical Topics
- 402-403 — Advanced Topics in Computer Science
- 451-452 — Senior Research
- 461-462 — Individual Work for Honors

Recent Student Projects

- Simulation Models in Industry — Barbara Moss
- Statistical Applications in Psychological Testing — David Damschroder and Susan Randolph
- Abstract Algebra and Applications to Computer Science — Cathy Brooks
- A Study of the Hypergeometric Series and Its Padé Approximants (an honors project) — Aleta Bluhm
- Electrical Impedance Plethysmography — John Morgan
- Implementation of the General Purpose System Simulator (GPSS) on a Small Computer (an honors project) — James A. Harris
- Mathematical Models of Biological Systems — John Dolbee
- A Computer Plotter Program Package for Non-programmers (Applications Users) — Scott Glickfield
- Data File for Computer Storing and Sorting of Library Card-File Information in COBOL — Sharon Watts
- Operational Calculus — Cynthia Fido
- Measure and Integration (an honors project) — Gregory Hudak
- Topics in Complex Analysis — Susan Woelfel and Cynthia Fido
- Topics in Statistics — Rex Mahnensmith
- Theory of Regression Analysis — Sarah Williams
- Selected Topics in Advanced Calculus and Analysis — Woodward C. Hoffman
- Mathematical Applications in Economics — Jane Taft
- Topics in Geometry — Margaret Fry
- Introduction to Statistical Applications in Psychological Testing — David Damschroder

The Faculty

Daniel D. Bonar

Associate Professor and Chairperson (1965-68, 69-)
B.S. Chem. Eng., M.S., West Virginia U.; Ph.D., Ohio State U.

Dr. Bonar is listed in American Men of Science and is the author of *On Annular Functions*, a volume distributed worldwide, as well as several journal articles, all in the area of mathematics. He is a past member of the university senate and the priorities council and is presently a member of the admissions and financial aid council. Dr. Bonar serves in the community as vice president of the Granville School Board and as a member of the Licking County Joint Vocational School Board.

Arnold Grudin

Professor (1953-)
B.A., New York U.; M.A., Columbia U.; Ph.D., U. of Colorado

W. Neil Prentice

Professor (1957-)
A.B., Middlebury College; A.M., Brown U.; Ph.D., Syracuse U.
Dr. Prentice served as director of the computer center here in 1964-71. During the winter of the 1971-72 academic year, he was a visiting fellow in the department of computer and information science at Ohio State U.

Marion Wetzel

Professor, Benjamin Barney Chair of Mathematics (1946-)
 A.B., Cornell College; M.A., Ph.D., Northwestern U.

Zaven A. Karian

Associate Professor (1964-)
 B.A., American International College; M.A., U. of Illinois; Ph.D., Ohio State U.

Dr. Karian has twice presented papers and once chaired a numbers theory session during meetings of the American Mathematical Society. He is a member of the Denison Scientific Association and the Denison International Students Association. He enjoys studying the history of science and mathematics and playing chess and bridge.

James Cameron

Assistant Professor (1975-)
 B.S., Ohio State U.; M.S., Stanford U.; Ph.D., Ohio State U.

Ronald De Gray

Assistant Professor (1975-)
 B.A., M.A., U. of Connecticut; Ph.D., Syracuse U.

E. Douglas Millikin

Instructor (1974-)
 B.M.E., General Motors Institute; M.S., Ohio State U.

Senior Fellows

Kevin Avery, Mountain Lakes, N.J.
 Karen Brethen, Centerville, O.
 Ruth Dover, Wilmette, Ill.
 Bonnie Snyder, Ashtabula, O.

Junior Fellows

Jill Gensemer, Medina, O.
 David Kuehl, Milwaukee, Wis.
 Frank Marinaro, Sea Girt, N.J.
 William Wernet, Granville, O.

Modern Languages

The chief aim of the courses offered by the department is to give the student a firm command of the spoken and written foreign language through which he or she can gain a greater appreciation of the literature, art, science, and other achievements of Western culture. In addition to excellent library facilities at the disposal of the students, a modern, automatic electronic language laboratory supplements work in the classroom by offering further opportunity for audio-lingual practice and drill.

A student wishing to spend a summer, a semester, or the junior year abroad with officially sponsored and supervised programs should consult members of the department. See Off-Campus Programs. Opportunities to perfect the student's command of the language are provided on the campus by the language tables, foreign movies, club meetings, field trips, and similar activities supervised by the department. January Term experiences on campus and abroad offer an added dimension to the program.

Certification by the Department of Education of the State of Ohio requires a minimum of 30 semester-hours of credit in one language.

Course Offerings

French

- 111-112 — Beginning French
- 201-202 — Area Study: France
 - 211 — Readings in Intermediate French
 - 212 — French Conversation and Composition
 - 250 — Intermediate Conversation
 - 311 — Introduction to French Literature I
 - 312 — Introduction to French Literature II
 - 313 — Explication de Textes
 - 317 — 17th Century Literature
 - 318 — 18th Century Literature
 - 319 — 19th Century Prose and Poetry
 - 320 — 20th Century Theatre
 - 322 — Themes and Perspectives of the 20th Century Novel in France
- 361-362 — Directed Study
- 401-402 — Problems in Area Study
 - 415 — Advanced French Grammar and Writing
 - 418 — Seminar
- 451-452 — Senior Research
- 461-462 — Individual Work for Honors
- Teaching of Modern Languages (see Education 343)

German

- 111-112 — Beginning German
- 211-212 — Intermediate German
 - 213 — Intermediate Conversation
 - 301 — Introduction to German Civilization
 - 302 — Contemporary German Culture
- 311-312 — Introduction to German Literature
 - 313 — Advanced Conversation and Composition
 - 317 — German Classics
 - 321 — The Romantic Period in Germany
 - 322 — 19th Century Prose and Drama
- 361-362 — Directed Study
- 401-402 — Problems in Area Study
 - 413 — Advanced Composition and Grammar
 - 414 — The German Lyric
 - 415 — Survey of German Literature before 1700
 - 416 — Seminar
- 451-452 — Senior Research
- 461-462 — Individual Work for Honors
- Teaching of Modern Languages (See Education 343)

Russian

- 111-112 — Beginning Russian
- 211-212 — Intermediate Russian
 - 305 — Advanced Russian Grammar and Composition
 - 306 — Advanced Russian Conversation
- 311-312 — Introduction to Russian Literature
 - 316 — 19th-Century Russian Literature in Translation from Pushkin to Turgenyev
 - 317 — 19th-Century Russian Literature in Translation from Dostoevsky to Blok
 - 318 — Russian Soviet Literature

Spanish

- 111-112 — Beginning Spanish
- 201 — Area Study: Latin America
- 215 — Intermediate Spanish
- 216 — Conversation
- 217 — Masterpieces of Spanish American Literature
- 218 — Masterpieces of Spanish Literature
- 313 — Advanced Conversation
- 314 — Advanced Grammar
- 315 — Spanish American Literature
- 316 — Spanish Literature
- 324 — Ideology and Tradition in the Spanish Speaking World
- 341 — Caribbean Studies
- 361-362 — Directed Study
- 401 — Problems in Area Study
- 412 — Phonetics and Pronunciation
- 413 — Composition and Stylistics
- 414 — Advanced Reading and Translation
- 415 — Seminar in Spanish American Literature
- 416 — Seminar in Spanish Literature
- 451-452 — Senior Research
- 461-462 — Individual Work for Honors

Recent Student Projects

- Women in Eluard's Poetry (an honors project) — Sandra Davis
- The Evolution of Victor Hugo's Political Ideas During His Exile (an honors project) — Kristine Karsten
- The Problem of Disaffection in Selected Novels of Francois Mauriac (an honors project) — Catherine Richman
- Two Nobel Prize Winners in Search of an Ethic (an honors project) — Diane Shooes
- Hesse After the First World War until 1922: The Influences of Novalis and Nietzsche (an honors project) — Paul Russell, Jr.
- From Reality to Realism: Theodor Fontane, 1888-1898 (an honors project) — Kathryn Shailer
- Satire in the Short Stories of Heinrich Bölls (an honors project) — Karin Schlassa
- The Political Element in Bertolt Brecht's Writings (an honors project) — Carla Stevens
- Elements of Naturalism in Selected Novels of Pio Baroja (an honors project) — Christine Clark
- Causes of Anti-semitism in Spain and its Reflection in Golden-Age Drama (an honors project) — Charles Ganelin
- The Human Problem of Spain seen in the Works of Galdos, Unamuno, and Cela (an honors project) — Ellen Trautman

The Faculty

Charles W. Steele

Professor and Chairperson (1949-)
 B.A., U. of Missouri; M.A., U. of California; Ph.D., Ohio State U.
 Dr. Steele recently returned from Cali, Colombia, where he spent a year teaching English at the Universidad del Valle. During recent years, he has led student groups abroad under the Experiment in International Living program, coordinated the language part of Peace Corps summer programs at Denison and Stanford U., studied in Bogota, Colombia, with the aid of a GLCA summer grant, and in Madrid, Spain. He is past president of the Ohio Association of Teachers of Spanish and Portuguese.

Milton D. Emont

Professor of French (1954-)
 B.A., New Jersey State College, Montclair; M.A., Middlebury College; Ph.D., U. of Wisconsin

F. I. (Ted) Preston

Professor of French (1949-)
 A.B., Ohio U.; A.M., Harvard U.; Ph.D., Ohio State U.
 Dr. Preston teaches French and supervises the language laboratory. He serves as secretary of Phi Beta Kappa and Omicron Delta Kappa, upperclass men's leadership honorary society and as faculty advisor of Phi Delta Theta fraternity. Dr. Preston, who enjoys traveling, gardening, and photography, is Denison's faculty representative to the Ohio Athletic Conference. His academic interests lie in the fields of the methods of teaching modern languages and the eighteenth century age of French elegance.

Joseph R. de Armas

Associate Professor of Spanish (1966-)
 Teacher's Diploma, Havana Normal School; Ed.D., Ph.D., U. of Havana

Dr. de Armas teaches Spanish and Latin American Studies. His fields of specialization are Spanish American Literature (contemporary) and the Caribbean. Dr. de Armas taught for 15 years in Havana and directed the "Frank Pais" School of the Cuban Rebel Army before coming to this country in 1961. He serves as coordinator of the committee for Latin American Studies and has taught courses in the Experimental College in the dynamics of student revolutions in Latin America.

Arnold Joseph

Associate Professor of French (1963-)
 B.S., M.A., Ph.D., Ohio State U.
 In addition to teaching French, Dr. Joseph directed the 1973 and 1974 January Terms. In 1969-70, he headed the Sweet Briar Junior Year in France program.

John D. Kessler

Assistant Professor of German (1969-)
 B.A., Ohio Wesleyan U.; M.A., Ph.D., U. of Texas
 Dr. Kessler has been a university senator. A specialist in German literature, Dr. Kessler received a Ford Foundation grant in the summer of 1971 to study in Nuremberg, Germany. He enjoys music of many sorts and a work he translated has been published in "Dimension," a journal of contemporary German arts and letters. An academic advisor to the international students at Denison, he is a member of the Academic Affairs Council. He is also interested in linguistics and medieval studies.

Charles O'Keefe

Assistant Professor of French (1975-)
 B.A., St. Peter's College; Ph.D., Duke U.

Franklin Proaño

Assistant Professor of Spanish (1967-)
 B.A., Classic Loyola College (Ecuador); M.A., Lic. Humanities, Lic. Phil., Ph.D., Catholic U. of Quito (Ecuador); Ph.D., Ohio State U.

Dr. Proaño has studied in ten universities in this country and in South America. He was a mountaineer and climber with the "Club Los Andes" and "Nuevos Horizontes." Dr. Proaño, who has traveled throughout South and Central America, enjoys the study of comparative religions.

Ilse Winter

Assistant Professor of German (1967-)
 Diploma, U. of Kiel (Germany); M.A., Ph.D., Rutgers U.
 Dr. Winter taught in West Germany and at Rutgers U. before coming to Denison. Dr. Winter specializes in modern German literature and Romanticism.



Dr. Jules Steinberg/Political Science



Dr. Ronald Sentoni/Philosophy



Sharon Shepherd/Physical Education



Dr. Rita Snyder/Psychology



Dr. Michael Mickelson/Physics



Dr. Samuel Wheeler/Physics



Outing and Campcraft Class



Dr. Joan Straumanis/Philosophy



Dr. Emmett Buell/Political Science



Robert Shannon/Physical Education

Senior Fellows

French

Mary McCarthy, Birmingham, Mich.
Donna Russman, Bethel Park, Pa.
Susan Santalucia, Rocky River, O.
Terry Sparkes, Arlington Heights, Ill.

Russian

Douglas Turnbull, Kearny, N.J.

Spanish

Kay Joan Kokenakis, Middletown, O.
Carole Stevens, Pittsburgh, Pa.
Martha Williams, Ashland, Ky.

Foreign Language Requirement

This requirement may be satisfied (A) by the submission of proof of proficiency or (B) by taking language courses.

A. Entering students will be given credit and/or waiver by meeting the following conditions:

- Credit and waiver for a score of 700 on a College Board Achievement Examination.
- Credit and/or waiver for adequate performance on a CEEB Advanced Placement Test. (See Advanced Placement.)
- Credit and/or waiver for successful completion of the Proficiency Examination given each year in September before classes begin by the Department of Modern Languages (See Proficiency Examinations).
- Waiver for four or more years of one high school language submitted for entrance to Denison.

B. A year of high-school language is usually considered equivalent to a college semester (111), 2 years of a high-school language to a college year (111-112) etc. If the student continues his or her high-school language, the appropriate intermediate course is considered the basic measure of acceptable proficiency. An exception is made when the student begins a new language.

The following programs exist for completing the language requirement through course work:

If the student presents no language or does not wish to continue the one begun in high school he or she may take a 111-112 course to fulfill the requirement (8 hours).

If the high school language is continued, he or she may fulfill the language requirement through one of the following alternatives: French 212 (3 hours), 211-212 (6 hours); German 212 (3 hours) or 213 (4 hours), 211-212 (6 hours); Russian 211-212 (6 hours); Spanish 216 or 217 or 218 (3 hours) or 215 plus 216 or 217 or 218 (6 hours).

When the score on the placement examination indicates that remedial work is necessary before the student continues the high school language at the intermediate level, the first-year course may either be audited or taken for credit.

A book containing descriptions of courses offered this year at Denison is available by writing Denison University, Office of Publications, P.O. Box A, Granville, O. 43023.

Music

The Department of Music is concerned principally with providing an environment of participatory opportunities in music for the academic community as a whole. Within this aspect of being a service department to the college the Music Department provides courses for the general student, instrumental and vocal ensembles and applied music lessons. Additionally the Department produces or sponsors about forty programs during the academic year in an effort to make music an important part of educational life at Denison.

Even so, the music major at Denison is regarded as an irreplaceable element in the total musical life. Without the nucleus which majors provide in the music program, through their highly developed musical skills and serious commitment to the art of music-making, there would be a reduction in the quality and in the extent of the musical environment at Denison. Students are encouraged to major in any one of several well conceived and implemented major curricula while participating in the liberal arts spirit of this academic community. Several degree programs are offered so that each student may be educated musically in a way which is personally and professionally appropriate.

The music program at Denison is concerned above all else with the students themselves. The nourishment of each student as a creative individual is the central compulsion from which the program is conceived and implemented.

Course Offerings

Music

- 101 — Forms of Music
- 103b — Concert Band
- 103o — Orchestra
- 103c — Concert Choir
- 103w — Women's Chorale
- 105 — Opera Workshop
- 107 — Chamber Music Workshop
- 108 — Private Lessons in Piano, Organ, Harpsichord, Voice, Violin, Viola, Violoncello, String Bass, Viola d'amore, Guitar, Flute, Clarinet, Oboe, Bassoon, Saxophone, Trumpet, French Horn, Trombone and Percussion.
- 109 — Contemporary Music
- 111-112 — African Music
- 114 — Elementary Music Theory and Sight Singing
- 115-116 — Music Theory I, II
- 141 — Woodwind Instruments Class
- 142 — Brass Instruments Class
- 151 — String Instrument Class: Violin and Viola
- 152 — String Instrument Class: Cello and Bass
- 161-162 — Voice Class
- 171 — Percussion Class
- 201-202 — History and Literature of Music I, II
- 203-204 — History and Literature of Music III, IV
- 206 — Early American Black Music
- 207 — Music in America
- 208 — Piano Literature
- 215-216 — Music Theory III, IV
- 307-308 — Orchestration and Conducting

- 311-312 — Stylistic Analysis
 341-342 — Composition
 361-362 — Directed Study
 441-442 — Composition
 451-452 — Senior Research
 461-462 — Individual Work for Honors

The Faculty

R. Lee Bostian

Professor and Chairperson (1966-)
 B.A., M.A., Ph.D., U. of North Carolina

Dr. Bostian has headed the department of music since coming to Denison. A musicologist with special interest in 18th century Italian opera and symphony and in 20th century music, Dr. Bostian has taught courses for the general student in contemporary music and in interdepartmental studies (Creativity and Madness). He was coordinator of the arts in 1970-72 and directed the forming of the Events in the Arts series.

Frank J. Bellino

Professor (1958-)
 B.F.A., Ohio U.; Mus. M. Eastman School of Music

Mr. Bellino teaches the violin and the viola and is principal violist with the Columbus Symphony Orchestra. He directs the Denison String Orchestra and the Licking County Symphony Orchestra. He has also played with the Minneapolis Symphony under Antal Dorati, the Rochester Philharmonic under Erich Leihndorff, and the Houston Symphony under Efrem Kutz. Mr. Bellino, who was a Fulbright scholar at St. Cecilia Conservatory in Rome, specializes in the research and performance of the viola d'amore.

George R. Hunter

Professor (1954-)
 B.F.A. (Mus. Ed.), B.F.A. (Mus.), M.F.A. (Mus.), Carnegie-Mellon U.

Mr. Hunter teaches brass instruments. A member of the Licking County Symphony Orchestra, he has composed a number of choral and band pieces and conducts the Denison Concert Band. Among Mr. Hunter's interests are Germanic Culture, 18th Century Pennsylvania History, and World War I aircraft. He served as chairperson of the music department in 1964-66.

Egbert W. Fischer**

Associate Professor (1961-)
 A.B., Harvard U.; M.A., Case Western Reserve U.

Mr. Fischer, whose main interest is in performance, studied piano with Leonard Shure in Boston, New York, and Cleveland, where he was his assistant for two years. His other interests include musical analysis, the aesthetics of music, psycho-acoustics, psycho-physics, psycho-physiology, and the physiology of piano technique. In addition to being a faithful jogger, Mr. Fischer has a passion for camping, snorkeling, mountain hiking, and river floating in northwestern Montana, his native state.

Herman W. Larson

Associate Professor (1944-)
 A.B., Augustana College (S.D.)

Mr. Larson has done graduate work at the American Conservatory of Music in Chicago. He is the director of the Denison opera workshop and serves as an adjudicator for the Ohio Music Educators Association. The tenor soloist at Columbus' First Congregational Church in 1944-74, Mr. Larson has directed three glee clubs and choruses in the area for several years. He started the OSU-Newark Chorale and directed it for two years. Mr. Larson taught a course in Norwegian during the last three January Terms.

William Osborne

Associate Professor (1961-)
 Mus.B., Mus.M., A.Mus.D., U. of Michigan

Dr. Osborne is the university organist and director of choral organizations.

Elliot D. Borishansky

Assistant Professor (1968-)
 B.A., Queens College; M.A., Columbia U.; A.Mus.D., U. of Michigan

A former Fulbright Scholar in music competition, Dr. Borishansky has created several music compositions and orchestras such as the New York Philharmonic have performed his work. The Denison Singers, the university's mixed choral group, has sung many of his compositions and Dr. William Osborne, university organist, recently performed Dr. Borishansky's first organ composition. The Advance record company has recorded clarinet pieces he composed.

Marjorie Chan

Assistant Professor (1968-)
 B.Mus., Oberlin College; M.Mus., Indiana U.; D.M.A., U. of Southern California

Part-time Instructors

Eileen Bellino, voice
 Martha Hunter, piano
 Glenn Harriman, trombone
 Robert Baker, bassoon
 Jayne Latiola, piano
 Joseph Lord, winds
 John McCormick, guitar
 Gwendolyn Shrader, piano
 John Ulrich, jazz piano
 Paul Zubrod, percussion

Philosophy

Philosophical thought involves the activity of critical, creative and evaluative thinking in respect to questions and assumptions central to human existence. The Department strives to engage the student in problematic areas which are often at the foundations of human "knowledge" and action. The Department hopes to move the student from the point of being unaware or naive about his or her world to the point of being sophisticated enough to recognize problem and impasse, and then to work toward constructive confrontation with them. Members of the Department cooperatively study these concerns from diverse perspectives, not only through the works of major philosophers but through their own creative activity. Similarly the student is encouraged both to engage in this joint inquiry and to philosophize creatively on his or her own. The courses and seminars in the Department are intended to develop this type of activity.

Course Offerings

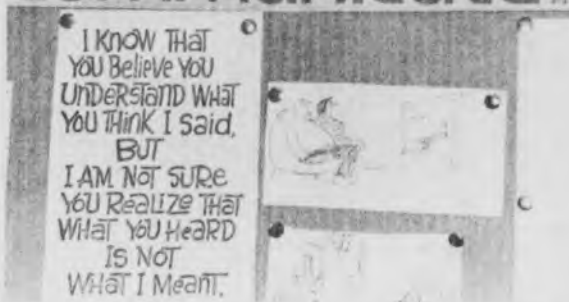
Philosophy

- 101 — Basic Issues in Philosophy (Freshman Only)
 105 — Logic
 201 — Problems in Philosophy (Sophomore, Junior, and Senior)



Dr. Donald Valdes/Sociology and Anthropology

communicate!



Dr. James Martin/Religion



Dr. Walter Eisenbeis/Religion



Dr. Irving Mitchell/Sociology and Anthropology



Rev. David Woodyard/Dean of the Chapel



Dr. William Dresser/Speech Communication



Dr. T. J. Rice/Sociology and Anthropology



Critic Paul Zimmerman, center, with Film Students and Dr. Elliott Stout



Josef Svoboda Scenographic Conference

- 212 — Current Topics in Philosophy
(Freshman/Sophomore Seminar)
- 221 — Ethics
- 226 — Social and Political Philosophy
- 305 — Metaphysics: Perspectives on Reality
- 306 — Theories of Knowledge
- 312 — Advanced Symbolic Logic
- 327 — Philosophy of Civilization
- 331 — Greek and Medieval Philosophy
- 332 — Modern Philosophy: Descartes to Hegel
- 334 — Contemporary Philosophy: 1900 to Present
- 343 — Chinese Philosophy
- 344 — Classical Chinese Language and Thought
- 361-362 — Directed Study
- 363 — Independent Study
- 401 — Philosophy of Religion
- 403 — History and Philosophy of Science
- 405 — Philosophy of the Arts
- 420 — Philosophy of Education
- 431-432 — Senior Seminar (Junior/Senior Seminar)
- 451-452 — Senior Research
- 461-462 — Individual work for honors

Recent Student Projects

- Existentialism — Louise Tate, Paul Brown, and Rick Brunk
- Philosophy of Humor — Tom Coulter
- Marxism — Debbie Furlan
- Norman Mailer — Chester English and Betty Barton
- Foundations of Mathematics — Linda Newman
- Legal Reasoning — Web Templeton
- Women in History of Church — Lyn McKenna
- Advanced Symbolic Logic — Paul Belazis, Nancy Ritter,
and Jay Callander
- Natural Law and Jurisprudence — Leslie Oweida, Marvin
Mills, and Oren Henry
- Themes in Medieval Philosophy — Dianne Pfeifferberger
and Eric Miller
- Contemporary Ethical Naturalism — John Bye
- Topics in Analytic Philosophy — Les Lewis
- Topics in the Philosophy of Law — George Tetler
- The Cognitivity of Religious Languages (an honors project)
— Daniel Tate
- The Philosophy of Quantum Mechanics — Sami Oweida
- Recent Work on the Mind-Body Problem — David
Williams

The Faculty

Anthony J. Lisska**

Assistant Professor and Chairperson (1969-)
A.B., Providence College; M.A., St. Stephen's College; Ph.D.,
Ohio State U.

A person who has studied formally both medieval philosophy and contemporary Anglo-American philosophy, Dr. Lisska's principal academic interests revolve around those issues found in medieval philosophy which have significance for contemporary philosophy. A recipient of grants from the Ford Foundation and the National Endowment for the Humanities, Dr. Lisska is presently working on projects in the structural history of philosophy centering on issues in perceptual theory and ethical naturalism exemplified in the writings of the medieval philosopher, Thomas Aquinas. A member of various college committees, he is a past president of the East Central Division of the American Catholic Philosophical Association. A regular book reviewer for "The Thomist," Dr. Lisska has published articles and critical reviews in professional journals of philosophy and psychology and has read papers on medieval philosophy at various meetings of philosophical associations.

Ronald E. Santoni

Professor (1964-)
B.A., Bishop's U.; M.A., Brown U.; Ph.D., Boston U.

Dr. Santoni has just returned from a sabbatical, during which he was a postdoctoral research fellow at Yale U. and a visiting fellow at Yale's Berkeley College. A pacifist, he has taught an experimental, multidisciplinary course on violence. A post-doctoral fellow of the Society for Religion in Higher Education, he was one of the invited scholars participating in the spring, 1974 "Justification of Violence" colloquium at SUNY, Buffalo. His academic interests focus on the philosophy of religion, existentialism, and social and political philosophy. In addition to editing and co-editing two books and contributing to another, he has written more than 65 articles and book reviews. Active in human rights, peace and anti-war activities, Dr. Santoni is on the National Executive Committee of the Episcopal Peace Fellowship. The father of five daughters and a son, he says he spends a lot of time "chasing girls" and wondering about where he'll get the gold to put his kids through college.

David A. Goldblatt

Associate Professor (1968-)
B.A., Brooklyn College; Ph.D., U. of Pennsylvania

Dr. Goldblatt studied architecture at Pratt Institute and taught at the U. of Pennsylvania before coming to Denison. "The Coachings of don Don," Dr. Goldblatt's parody of the Carlos Castaneda books, appeared in the December, 1973 issue of "The Realist."

Marilyn Friedman

Assistant Professor (1973-)
A.B., Washington U.; Ph.D., U. of Western Ontario

Dr. Friedman's philosophical interests include philosophy of mind and the history of modern philosophy. Her undergraduate degree is in political science and she maintains a strong interest in the philosophical relevance of contemporary work in social science.

Joan Straumanis

Assistant Professor (1971-)
B.A., Antioch College; Ph.D., U. of Maryland

With ties to both mathematics and philosophy, Dr. Straumanis likes to think of herself as a messenger between the "two cultures": the sciences and the humanities. Her special pitch is to defend the compatibility of rationality and passionate concern to those who are losing faith in one or the other. Being a woman, married, and mother of three children, she devotes much attention in her personal and professional life to the problems of women, and advocates analysis and revision of the social roles of both men and women. She was a university senator in 1972-75.

Physical Education

The primary purpose of physical education is to provide an opportunity for each student to encounter, through participation in selected sport and recreational activities, a satisfying self-identity, self-expression and self-adjustment experience. With this "totality" of person in mind the general objectives of Physical Education need to be of a total nature, that is, not only physical but sociopsychologic and philosophic as well. Within this context we seek the following objectives:

- To provide the opportunity for students to discover a sense of identity — to know one's self.
- To assist students to discover the meaningfulness of

individual persons in contrast to "things."

- To provide a fertile situation for students to have practice in making value judgments.
- To provide as many opportunities as possible within the program for students to make meaningful value choices.
- To provide the situation for students to develop a sense of freedom with an accompanying and corresponding sense of responsibility.
- To awaken in students a sense of "caring" not only for the self but also other selves.

Such objectives represent both the immediate and the ultimate teacher concerns. Physical education classes provide important and unique opportunities for the realization of such goals.

In addition, the individual student may encounter in theory and/or practice in the immediate present or in the long range future the following experiences:

- Maintenance and development of the process of "valuing" or making ethical judgments, which is basically a question of conduct. Both moral and aesthetic consideration are imbedded in every sport situation and thus this situation is ideal for assisting young adults in the development of a sense of values.
- Promotion and accomplishment of physical health. (i.e. strength, agility, endurance, vigor, flexibility, vitality, neuro-motor skills, coordination, health knowledge, habits and attitudes.)
- Accomplishment and growth in the development of social competencies. (i.e. cooperation, tolerance, competitiveness, consideration, empathy and forbearance.)
- Development and growth in emotional responses in regard to self, others, and inanimate "things" (space, time) and circumstances. The basic emotions such as love, fear, anger, etc. are inherent aspects of the sport situation and more importantly an individual engaging in a sport situation is totally "involved" and there is no "phonyness."
- Discovery and development of recreational interests not only for the moment but actually laying the groundwork for the future and thus having the interest and ability to make worthy use of future leisure time.
- Promotion and development of creative thinking and concomitant action as used in sports, games and recreational activities.
- Development and promotion of a perspective toward life in knowing the ingredients of daily life in relation to work, play, rest and relaxation.

Course Offerings

Physical Education

Activity Courses

Aquatics

- 101A — Swimming Strokes
- 101D — Diving
- 102A — Senior Life Saving
- 104A — Water Safety Instructors
- 103A — Basic Skin & Scuba

Individual & Dual Sports

- 101C — Archery — Target & Field
- 101B — Badminton
- 101W — Body Shaping & Weight Control (women)
- 102B — Beginning Bowling
- 103B — Intermediate Bowling
- 104F — Fencing
- 101F — Folk & Square Dancing
- 101G — Beginning Golf
- 102G — Intermediate Golf
- 105G — Gymnastics
- 106H — Handball
- 108P — Paddleball
- 101J — Run for Your Life
- 101S — Sports Survey
- 101T — Beginning Tennis
- 102T — Intermediate Tennis
- 109T — Trampoline
- 101M — Weight Training

Outdoor Education

- 101B — Backpacking
- 103C — Canoeing
- 101O — Outing & Campcraft

Women's Intercollegiate Sports

- 101X — Basketball
- 102X — Bowling
- 103X — Golf
- 104X — Field Hockey
- 105X — Speed Swimming
- 106X — Synchronized Swimming
- 107X — Tennis
- 108X — Volleyball
- 109X — Lacrosse

Men's Intercollegiate Athletics

- 101Y — Baseball
- 102Y — Basketball
- 103Y — Cross Country
- 104Y — Football
- 105Y — Golf
- 106Y — Lacrosse
- 107Y — Soccer
- 108Y — Swimming
- 109Y — Tennis
- 101Z — Track
- 102Z — Wrestling

Major Courses: Physical Education

- 339 — Kinesiology & Physiology of Exercise
- 340 — Athletic Training & First Aid
- 329 — Methods & Materials of Phys.ed.
- 429 — History, Philosophy & Principles of P.E.
- 430 — Organization & Administration of P.E.
- 318 to 322 — Techniques & Theory of Team Sports (Select 3 of 5 courses)
- 318 — Baseball & Track (men and women)
- 319 — Basketball (men and women)
- 320 — Football (men only)
- 321 — Field Hockey (women) Volleyball (men and women) Wrestling (men)
- 370 to 373 — Techniques & Theory of Individual Sports (select 3 of the 4 courses)

- 370 — Aquatics
- 371 — Archery, Badminton & Bowling
- 372 — Golf & Tennis
- 373 — Gymnastics

Electives for Majors and Non-Majors

- 124 — Camping & Outdoor Education
- 235 — Sports Officiating
- 236 — Sports Officiating
- 439 — School & Community Recreation
- 440 — Personal & Community Health
- 361-362 — Directed Study
- 451-452 — Senior Research
- 461-462 — Individual Works for Honors

Recent Students Projects

- Considerations for a Competitive Swimming Program (an honors project) — Andrea McMakin
- Basics of Football's Wishbone Offense — Tom Davis
- Lacrosse and Esoteric Cogitations Thereof (an honors project) — Ted Haynie
- Research on Year-Round Training Program for High Jumper — Charles Lihn
- Historical Study of Track at Denison University — Paul Mitchell
- Research on Year-Round Training Program for Pole Vaulting (an honors project) — Charles Best
- Athletic Training (an honors project) — Gary Lake
- Recent Trends in Physical Education — Cheryl Holt
- Evolution of Golf Clubs — Ernest Tatham

The Faculty

Mattie E. Ross

Professor, Director of the Off-campus Experience, and Chairperson (1952-)

B.S., Ed., Central Missouri State College; Ed.M., U. of Missouri; Ph.D., Ohio State U.

Dr. Ross, a past university senator, serves on the Granville Recreation Commission. She is an avid camper and white water canoeist. During the 1971 and 1972 January Terms, she accompanied groups of students on "Southeastern Safaris" through the southeast section of the country.

Roy Seils

Professor and Director of Intercollegiate Athletics for Men (1963-)

B.A., Denison U.; Ed.M., Ed.D., Boston U.

Dr. Seils coaches Denison's golf team in addition to being athletic director. He is a member of the NCAA and NACDA. Currently he is vice-president of the Ohio Athletic Conference. He has directed Peace Corps training programs and was division director at the U. of Texas at El Paso before returning to his alma mater.

Elizabeth C. Van Horn

Associate Professor and Director of Intercollegiate Sports for Women (1953-)

B.S.Ed., Miami U.; M.S., Wellesley College; Ph.D., Ohio State U.

In addition to serving as director of the intercollegiate sports program for women, Dr. Van Horn specializes in teaching individual sports including fencing. Presently she coaches the intercollegiate swimming and tennis teams. Traveling and reading are two of her favorite pastimes and she hopes to eventually visit most countries in the world. Penny has served as chairperson of the AACUP Committee W (Status of Women) for the past

two years. She is active in church endeavors and other religion related concerns.

Theodore H. Barclay

Assistant Professor and Director of the Major Program (1962-) B.S.Ed., Ohio State U.; Ed.M., Kent State U.

Mr. Barclay is varsity swimming and soccer coach and administrator of Gregory Pool. He teaches mainly aquatic courses such as scuba diving and water safety instruction. His soccer teams have won the NCAA Midwest Regional championship three times since 1962 and his swimming teams have finished not lower than second place in the OAC since 1965. He holds the rank of Commander in the Naval Air Reserve and claims to be the third best handball player at Denison.

Dale S. Googins

Assistant Professor (1962-)

B.S., M.Ed., Bowling Green State U.

Mr. Googins is the trainer for all athletic teams at Denison. A guest lecturer at several coach and trainer clinics, Mr. Googins is currently president of the Great Lakes Athletic Trainers Association, after having served as secretary-treasurer and vice-president of that group. The recipient of a Denison University research grant, he was a 1968 national winner in a protective equipment design contest.

Keith W. Piper

Assistant Professor and Director of the Activity Courses (1951-)

A.B., Baldwin-Wallace College; M.A., Case Western Reserve U.

Mr. Piper is head football coach and assistant track coach.

Richard S. Scott

Assistant Professor and Co-Director of the Recreation Program (1958-)

B.S., Pennsylvania Military College; Ed.M., U. of Pittsburgh

Mr. Scott is head coach of Denison's basketball and baseball teams and serves as director of intramurals. He enjoys fishing and hunting.

Robert I. Shannon

Assistant Professor (1954-)

B.A., Denison U.; M.A., Ohio State U.

Mr. Shannon is head track coach and assistant football coach. He is dean of the Ohio Athletic Conference's track coaches and chairperson of that group's track committee. He has held a Fulbright lectureship at the U. of Baghdad, Iraq. He was referee at the NCAA College Division track and field championship in 1974 and was chairperson of the NCAA Division III games committee at the 1975 track and field championship.

Sharon Shepherd

Assistant Professor (1973-)

B.S., Linfield College; M.S., Ohio U.

Ms. Shepherd is intercollegiate field hockey and volleyball coach and a scuba instructor. She has been an international competitor for the United States in track and field for nine years and has traveled world-wide. She has also competed on the national level in bowling, volleyball, field hockey, track, and soft ball. She is active in playing U.S.V.B.A. volleyball and field hockey, and is an avid physical fitness buff. Her second field is home economics. She makes all her own clothes and is a fine cook. She is currently involved in wilderness and backpacking courses and is pursuing an instructors rating in those areas.

Ferris Thomsen, Jr.

Assistant Professor (1965-)

B.S., U. of Pennsylvania

Mr. Thomsen is head coach of Denison's lacrosse and wrestling teams and an assistant football coach. He is currently the faculty adviser to Omicron Delta Kappa and the Fellowship of Christian Athletes. During the 1972 January Term, he took the lacrosse team to England where they faced an impressive slate of British teams.

Lynn Schweizer
Instructor (1973-)
B.S., Ohio U.

Physics

The study of physics is a challenging and intellectually rewarding activity elected by those who seek to sharpen and broaden their appreciation and understanding of the physical world and of their relationship to it. To this end, courses offered by the Department of Physics are designed to bring the student to an increasingly independent level of investigation in experimental and theoretical Physics, and to a level of sophistication commensurate with his or her motivations, goals, and abilities.

A major in physics, in addition to preparing a student for professional work including secondary school teaching, has proven desirable for those preparing for careers in medicine, business, computer science, law, and industrial management. Sufficient flexibility exists in the major program to suit the needs and goals of the individual. A brochure describing the program and department is available from the chairperson.

Course Offerings

Physics

- 100 — Current Topics in Physics
- 110 — Medical Physics
- 121-122 — General Physics
- 121H-122H — General Physics, Honors Section
- 123 — Introductory Modern Physics
- 211 — Solid State Electronics
- 221-222 — Modern Analytical Physics
- 305 — Classical Mechanics
- 306 — Electricity and Magnetism
- 312 — Experimental Physics
- 320 — Modern Physics
- 321a — Geometrical Optics
- 321b — Thermodynamics
- 322a — Physical Optics
- 322b — Quantum Mechanics
- 340 — Advanced Topics
- 361-362 — Directed Study
- 400 — Seminar
- 405 — Advanced Dynamics
- 406 — Electromagnetic Theory
- 451-452 — Senior Research
- 461-462 — Individual Work for Honors Teaching of Science (See Education 311)

Recent Student Projects

Construction and Evaluation of Solar Heating Panels —
A Team of Students

- Stellar Evolution, Model Building (an honors project) —
Clifford Thomas
- Magnetic Fluids: A Possible Method for Separating Sulfur
from Coal (an honors project) — Dexter Tight
- A Slowing of the Rotation Rate of Venus — James Terry
- Construction of a Long Path High Resolution Infrared
Spectrograph — Andrew St. James
- A Comparison of the Theories of Language of Benjamin
Whorf and Noam Chomsky, with Comments on their
Import for Science (an honors project) —
Leigh Coen
- An Investigation of the Second Overtone of the
Unsymmetric Stretching Mode of C_2H_2 (an honors
project) — David Curry
- Separation and Interpretation of Thermoluminescence
Glow Curves — Gwynne Roshon

The Faculty

Lee E. Larson

Associate Professor and Chairperson (1966-)
B.S., Bates College; M.A., Dartmouth College; Ph.D., U. of New
Hampshire

Teacher, physicist, farmer, and fireman. Physics, astronomy,
environmental studies, outward bound program, and students
are part of his work day. At home Dr. Larson raises chickens,
lambs, pigs, bees, garden and orchard, and makes maple syrup.
In his "spare" time, he is assistant chief of the Granville Volunteer
Fire Department. He enjoys hiking, canoeing, tinkering with
machinery and old clocks, and "fixing things."

F. Trevor Gamble

Professor and Dean of Students (1963-)
A.B., Colgate U.; M.A., Ph.D., U. of Connecticut

Dr. Gamble's research has centered on solid state physics and
electron spin resonance which has provided the basis for four
scientific publications. He served as a consultant to the Colum-
bus Laboratories, Battelle Memorial Institute for a number of
years. He is a member of the campus affairs council and the
admissions and financial aid council. He enjoys sailing, flying,
astronomy, and international affairs.

Samuel C. Wheeler, Jr.

Professor, Henry Chisholm Chair of Physics (1948-)
A.B., Miami U.; M.S., U. of Illinois; Ph.D., Ohio State U.

Dr. Wheeler presently serves on the advisory board and the
orientation committee of the college. Dr. Wheeler held a science
faculty fellowship from the National Science Foundation, later
served as one of its program directors and continues to serve as
consultant to the foundation. A member of Phi Beta Kappa,
Sigma Xi, as well as professional societies in physics and
astronomy, he was chairperson of the department of physics and
astronomy in 1960-70 and is currently an examiner for the North
Central Association's Commission on Higher Education, an
educational accreditation agency.

Roderick M. Grant

Associate Professor (1965-)
B.S., Denison U.; M.S., Ph.D., U. of Wisconsin

Dr. Grant's research centers on solid state physics with applica-
tions in such areas as medical physics, geology, and archeology.
He is actively interested in removing any artificial barriers be-
tween the arts, humanities, social sciences, and sciences by
involving himself with interdisciplinary studies of cooperative
programs both on and off campus. An avid amateur photo-
grapher, he enjoys handball and tennis for recreation, and
interaction with people for constant stimulation.

Jeffrey S. Jalbert**

Associate Professor and Director of Computer Center (1967-)
B.S. Fairfield U.; Ph.D., Virginia Polytechnic Institute

Ronald R. Winters

Associate Professor (1966-)

A.B., King College; Ph.D., Virginia Polytechnic Institute

Dr. Winters' research interests are neutron capture cross sections and nucleosynthesis in stellar interiors. The cross section measurements are made at the Oak Ridge National Laboratory. Current research includes a collaborative effort with scientists at ORNL and at both the Canadian and Australian atomic energy commissions.

Michael E. Mickelson***

Assistant Professor (1969-)

B.S., Ph.D., Ohio State U.

Dr. Mickelson received a \$22,000 grant from the Research Corporation in 1971 for research in molecular spectroscopy and a renewal grant of \$17,000 in 1974. He is presently doing research in molecular structure relating to astrophysical, environmental, and theoretical problems. He has served as director of three National Science Foundation Summer Undergraduate Research Participation Grants in Physics and regularly directs student research during the summer and academic year. He is chairperson of the editorial board of the "Journal of the Scientific Laboratories" and a member of the university judicial council. A sailboat racing enthusiast, he is a member of the United States Yacht Racing Association, and is adviser to the Denison Sailing Club.

Senior Fellows

Einar Kjartansson, Brunna Akureyri, Iceland

Khoo Min Lim, Garden Penang, Malaysia

Political Science

The Political Science Department views its general purpose in terms of three general objectives. These objectives are fundamental to the concept of a liberal arts education and to the beginnings of a sophisticated understanding of the political process.

The primary objective of the Department is to convey to students the complexity of politics and the assumptions and methods of social science by which this complexity may be unraveled and analyzed systematically. In this connection, the Department seeks to equip students with a basic understanding of the operations by which social science defines basic terms and analyzes data.

A second objective of the Department is to provide students with a fund of theories and information about politics. Courses offered by the Department seek to describe and explain the activities of political individuals, groups, and institutions. Much emphasis is placed upon the process of public policy formulation in a diversity of national settings.

Finally, through its coursework and counseling the Department hopes to contribute to the education of Denison students as well-informed and responsible members of society. An awareness of social science assumptions, methods, plus the basic information acquired in Political Science courses, we feel, will prove valuable to students in their future careers.

Course Offerings

Political Science

- 202 — American Political Behavior and Institutions
- 202u — American Political Behavior and Institutions (Urban Emphasis)
- 209 — Introduction to Theory in Political Science
- 212 — Introduction to the Methods of Political Science
- 221 — Comparative Politics
- 242 — Introduction to International Politics
- 252 — Introduction to Normative Political Theory
- 262 — Introduction to Legal and Judicial Studies
- 304a — The Development of Political Thought (Ancient and Medieval)
- 304b — The Development of Political Thought (Machiavelli to Mill)
- 304c — Contemporary Political Thought (Marx to Present)
- 306 — Issues of Political Thought
- 308 — Politics of Developing Nations
- 314 — The National Political Process
- 319 — The Legislative Process
- 320 — The Executive Process
- 321 — State Government and Politics
- 322 — The Politics of the Soviet Union
- 331 — Political Parties and Electoral Behavior
- 333A.B.C. — Topics in Urban Politics
- 339 — Comparative Foreign Policy: The Soviet Union and the United States
- 341 — International Political Systems and Processes
- 346 — International Legal Processes and Organization
- 347 — Judicial Process
- 350A.B.C. — Law and Politics
- 354 — Law and Society
- 355 — Introduction to Jurisprudence: An Inquiry into the Nature of Law and Justice
- 357 — Soviet Foreign and Military Policy
- 359 — The Conduct of American Foreign Affairs
- 360 — Problems in American Foreign and Military Policy
- 361-362 — Directed Study
- 402 — Seminars
- 451-452 — Senior Research
- 461-462 — Individual Work for Honors

Recent Student Projects

- The Press and the Presidency: Trials of the Nixon Administration (an honors project) — Dave Abbott
- The Codification Movement: A Study in the Legal Thought of Story and Field — Joe Potts
- The Conservative Coalition: A Preliminary Examination (an honors project) — Frank Steinberg
- The Legal Philosophy of Roscoe Pound — Gary Tober
- Theories of Social Change — Jim Siron
- The Independent Voter: A Critical and Empirical Look at an Important Concept of Voting Behavior (an honors project) — James Giffin
- The Inadequacy of Pluralism as a Theory of Public Policy-Making: An Emphasis on Environmental Policy (an honors project) — Barbara Novak
- Marxism — Alemneh DeJene
- The Ostvertrage — Treaties with Moscow and Warsaw — in the Context of West German Domestic and Foreign Policy (an honors project) — Janet Ridenour

The Codification of an International Space Law Code:
Precedents and Problems (an honors project) —
Gary Grant

The Role of Bureaucratic Politics and Organizational
Processes in American Foreign Policy-Making —
Jim Russick

The Dignity of Sisyphus: The Works of Albert Camus (an
honors project) — Fred Corbin

Readings on the Congress — David Spetka

The Faculty

William J. Bishop

Associate Professor and Chairperson (1967-)

B.A., M.A., Ph.D., Northwestern U.

Dr. Bishop's major academic interests are comparative politics, political elites in industrial societies, the Soviet Union, and East Central Europe. He is currently completing sabbatical year research on Soviet-American relations and change in Soviet leadership.

Richard A. Brislin, Jr.

Assistant Professor (1975-)

B.A., West Virginia Wesleyan College; M.A., Ph.D.,
Johns Hopkins U.

Emmett H. Buell, Jr.**

Assistant Professor (1969-)

B.A., M.A. Louisiana State U.; Ph.D., Vanderbilt U.

Dr. Buell offers coursework in the fields of urban politics and American political behavior. He received support from the American Political Science Association, the Ford Foundation, and the Urban and Regional Center at Vanderbilt for research on the political roles of anti-poverty program decision-makers. Dr. Buell had contributed to several political science journals.

Ronald H. Clark

Assistant Professor (1969-)

A.B., U. of California, Riverside; M.A., Ph.D., U. of California, Santa Barbara

Dr. Clark is interested in the role of social science in studying law. He was a Woodrow Wilson Dissertation Fellow in 1969 and spent the summer of 1971 on a post-doctoral grant at the Inter-university Consortium for Political Research at the U. of Michigan. Dr. Clark was visiting assistant professor at Ohio State U. during 1972 and 1973, while he devoted the summer of 1973 to teaching and research at the U. of California, Santa Barbara. He has contributed over a dozen articles and reviews to political science journals and law reviews. His current project is a book on the Warren Court and criminal procedure.

Dorothy H. Clayton

Assistant Professor (1974-)

B.A., M.A., U. of Florida

Ms. Clayton's academic interests are in American government and political behavior at both the national and state level. A member of Phi Beta Kappa, she has engaged in an extensive data codification project in connection with a study of comparative state legislatures. Ms. Clayton was a Woodrow Wilson Fellow in 1964-65 and a Ford Foundation Fellow in 1965. She is currently completing the Ph.D. degree at the U. of California, Berkeley.

Gerald L. Clayton

Assistant Professor (1974-)

B.A., U. of Florida; M.A., U. of California, Berkeley.

Mr. Clayton's academic interest is American national politics. He was an American Political Science Association Congressional Fellow in 1970-71, working in Washington with Cong. Charles Bennett (D-Fla.) and Senator Sam Ervin (D-N.C.). A member of Phi Beta Kappa, he was a Woodrow Wilson Fellow in 1964-65. He previously taught at the College of William and Mary and San Jose State U. before coming to Denison. Mr. Clayton is a candidate for the Ph.D. degree at Berkeley.

Jules Steinberg

Assistant Professor (1972-)

A.B., U. of California, Berkeley; M.A., Ph.D., U. of Wisconsin

Dr. Steinberg's major academic interests lie in the area of normative political philosophy, in terms of both the history of Western political thought and the critical analysis of contemporary political thought and experience.

David Sorenson

Instructor (1975-)

B.A., M.A., California State U. at Long Beach

Senior Fellows

Susan Fennelly, Charlotte, N.C.

Stephen Hughes, Baltimore, Md.

William Ichord, Scarsdale, N.Y.

Diane Rooney, Cincinnati, O.

Psychology

The Psychology Department seeks to aid students in achieving an understanding of their own behavior and experiencing in relation not only to themselves but to others and to the physical environment. We strive to do this by development of a continued curiosity about behavior and by familiarizing the student with the research tools, techniques, and strategies of investigation which may be employed in seeking answers to the many questions which arise in the study of the behavior of humans and other organisms.

Our department is founded on a firm belief in the scientific study of behavior. We expect students to become familiar with the various modes of inquiry within the science of psychology and to be able to evaluate contrasting views of behavior. Students are also expected to develop proficiency in analysis of psychological issues and to be able to apply scientific psychological techniques of analysis to appropriate problems in other fields.

Modern psychology is a broad, diverse and expanding field. By providing a sound program of basic courses and individual study and research opportunities, the department is able to provide the interested student with both breadth and depth in the study of behavior, and to prepare him or her to deal with future developments in psychology. By concentrating on basic psychology, our program is designed to provide thorough fundamental training for the student desiring to prepare for post-graduate study or work in psychology or related fields, and at the same time it is also broad and flexible enough to provide the interested student (non-majors included) with significant opportunities in the study of behavior.

Course Offerings

Psychology

- 101 — General Psychology
- 201 — Research Methods
- 202 — Field Experience
- 217 — Child and Adolescent Development
- 226 — Theories of Personality
- 313 — Statistics and Experimental Design
- 315a — Learning and Motivation: Lecture
- 315b — Learning and Motivation: Laboratory
- 316a — Cognitive Psychology: Lecture
- 316b — Cognitive Psychology: Laboratory
- 317a — Sensation and Perception: Lecture
- 317b — Sensation and Perception: Laboratory
- 318a — Comparative Psychology: Lecture
- 318b — Comparative Psychology: Laboratory
- 319a — Physiological Psychology: Lecture
- 319b — Physiological Psychology: Laboratory
- 338 — Social Psychology
- 361-362 — Directed Study
- 402 — Seminars
- 411 — Abnormal Psychology
- 415 — History and Systems of Psychology
- 417 — Industrial Psychology
- 441 — Advanced General Psychology
- 451-452 — Senior Research
- 461-462 — Individual Work for Honors

Recent Student Projects

- Differential Effects of Cognitive and Motor Strategies on the Ability to Delay Gratification in Impulsive and Reflective Children (an honors project) — Nanette Frautschi
- Simulated Jury Verdicts as a Function of Inadmissible Courtroom Evidence With An Analysis of Structural Realism in Mock Jury Research (an honors project) — Larry Giordano
- Cue Dependence in Problem Solving as a Function of Field Dependence/Independence and Sex (an honors project) — Kristie Thomas
- Interactive Effects in Visual Perception: A Feedback Model (an honors project) — David Williams
- Effects of Repetition on Memory: Variable Encoding or Retrieval Practice? — Janis Hakola

The Faculty

Gordon M. Kimbrell***

Associate Professor and Chairperson (1967-)
A.B., Ph.D., U. of Tennessee

The author of numerous articles, Dr. Kimbrell is currently writing and conducting clinical research in the following areas: emotional factors associated with weight loss, behavior therapy for obese children, the prediction of success in weight loss, and cognitive therapy for depression.

Irvin S. Wolf**

Professor (1954-)
A.B., Manchester College; M.A., Ph.D., Indiana U.

Dr. Wolf served as chairperson of the psychology department in 1954-70. He has written several articles and co-authored Program on the Teaching of Psychology in the Secondary School and is a member of several psychological and scientific associations. In addition to his teaching duties, Dr. Wolf is editor

of "The Psychological Record," managing editor of the "Journal of the Scientific Laboratories," and consulting editor of "The Behavioral Science Teacher."

Charles J. Morris

Associate Professor (1969-)
B.S., Denison U.; M.A., Ph.D., U. of Missouri

Robert J. Auge

Assistant Professor (1972-)
B.A., U. of Colorado; Ph.D., Arizona State U.

"My primary academic interest is behavior theory. Within this broad area, I am especially interested in conditioned reinforcement, stimulus control, and schedule-induced and schedule-dependent phenomena. Research using an observing response paradigm, has investigated contextual factors in the establishment and measurement of conditioned reinforcement, and the tendency to terminate stimuli signaling large fixed work requirements or relatively long intervals to food. In addition I am interested in ethology, particularly research has focused on the ethological study of child behavior, sex-role socialization and aggression. A continuing interest concerns behavior therapy and, especially, the methods and theories of self-management of self-control. A special interest concerns student research, a topic I can always find time to discuss. Science-fiction, chess, skiing, and almost anything relating to nature consumes what remains of my time."

Gordon C. Hammerle

Assistant Professor (1974-)
B.S., Denison U.; Ph.D., Indiana U.

Allen L. Parchem

Assistant Professor (1972-)
B.A., Macalester College; M.A., Ph.D., U. of Vermont

"My primary departmental responsibilities are in the areas of social psychology and historical development of psychology. My research and theoretical interests include the areas of negotiation processes, organizational behavior, and the nonviolent resolution of conflict. My philosophical interests lead me to examine the roots of psychology. Since coming to Denison, I have been involved in two Outward Bound courses and am interested in combining the Outward Bound experiential learning model with the more traditional form of higher education."

Rita E. Snyder

Assistant Professor (1973-)
B.A., U. of Michigan, Ph.D., Indiana U.
Dr. Snyder joined the psychology faculty in the fall of 1973.

Samuel J. Thios

Assistant Professor (1972-)
B.A., Wake Forest U.; M.A., U. of Richmond; Ph.D., U. of Virginia
Dr. Thios specializes in human learning, memory, and cognitive processes. He has a special interest in methods for improving learning and memory efficiency.

Esther Thorson

Assistant Professor (1971-)
B.A., Macalester College; Ph.D., U. of Minnesota

Dr. Thorson teaches developmental and perceptual psychology. She is currently doing research in the development of politically socialized behaviors in children and in perceptual-processing differences in good and poor readers. Dr. Thorson is also interested in the possibilities for mathematical or other types of formal modelling and simulation in the social sciences.

Judith Hammerle

Instructor (1974-)
B.A., State U. of New York, Stony Brook
Ms. Hammerle is a candidate for the Ph.D. degree at Indiana U.

Donald G. Tritt

Director of the Psychological Clinic and Lecturer (1959-) B.S., Ohio State U.; Ph.D., U. of Chicago

Dr. Tritt has directed the Psychological Clinic at Denison since 1964. A member of the Society of Sigma Xi and the American Academy of Psychotherapists, Dr. Tritt teaches the theories of personality course, and directs the summer program in cross-cultural psychology. As the university clinical psychologist, Dr. Tritt is responsible for providing confidential psychological services to students and for assisting faculty, student personnel staff, and student advisers in their counseling roles. He is interested in 24 hour per day learning and living environments, providing opportunities for personal growth, numismatics, and backpacking.

Senior Fellows

Douglas Black, Philadelphia, Pa.
Patricia deHaas, Euclid, O.
Patrick Victory, Shaker Heights, O.
Janet Watterson, Salem, O.

Religion

The Department of Religion perceives religion to be an important part of humanistic studies in a liberal arts education. The study of religion is one way to establish a focus for the achievement of a view of reality, and more specifically a way to achieve a view of the meaning of human existence: man as an individual and a social being in relation to ultimate reality.

The goals of the Department are to familiarize the student with the nature of religion, to give him or her an understanding of both Western and non-Western religious traditions, to help the student develop critical and analytical skills for examining the various religious systems offered in a pluralistic society, and to examine his or her own religious perceptions.

The major in religion seeks to give students a focus which will enable them to integrate their study of a variety of fields into a cohesive world-view. The courses for the achievement of these objectives will be chosen in consultation with the Department Chairperson.

Course Offerings

Religion

- 101 — Introduction to Theology
- 103 — World Religions: Man's Living Religions
- 210 — Nature of Religion
- 211 — Introduction to the Old Testament
- 212 — Introduction to the New Testament
- 213 — History of Christian Thought
- 214 — The Nature of Man
- 224 — Christian Ethics
- 303 — Contemporary Religious Thought
- 304 — Existentialist Theology
- 308 — New Testament Studies

- 309 — Old Testament Studies
- 311 — Kierkegaard Seminar
- 312 — Black Religion and Black Theology
- 320 — Hinduism
- 321 — Buddhism
- 336 — Comparative Religious Mythology
- 340 — Seminar: Evangelical Theology
- 350 — Senior Seminar
- 361-362 — Directed Study
- 451-452 — Senior Research
- 461-462 — Individual Work for Honors

Recent Student Projects

- Teilhard and Purposeful Human Existence (an honors project) — Robert Fuller
- The Problem of Religious Knowledge (an honors project) — Mary Ellen Trahan
- The Nature and Scope of Non-violence — Peter Porteous
- The Christology of Paul Tillich — Kathy Keogh
- The Life and Teachings of Ramanuja (an honors project) — Jill Parker
- Critical Study of the Teachings of Sri Aurobindo (an honors project) — Sally Dilgart
- The Thought of Thomas Merton — Mary Juno Patton
- Understanding of Time in the New Testament Writings (an honors project) — Wayne Peck
- Concept of Peace in Hebrew Thought with Special Stress on Old Testament Writings (an honors project) — Dean Hansell
- The Parables and the Teachings of Jesus (an honors project) — David Betz

The Faculty

Walter Eisenbeis

Professor and Chairperson (1961-)
Staatsexamen, Pädagogische Akademie Wuppertal (Germany);
Ph.D., U. of Chicago

Dr. Eisenbeis concentrates in Biblical studies, Semitic languages, hermeneutics, and the philosophy of existence, and is a member of the International Organization of Septuagint and Cognate Studies, the Society of Biblical Literature, the American Oriental Society, and other learned societies. He is the author of *Die Wurzel shalem im Alten Testament*. He enjoys travel, archaeology, and music.

James L. Martin

Professor (1957-)
B.A., Oklahoma City U.; B.D., Ph.D., Yale U.

Dr. Martin, a member of the priorities council, is a former member and chairperson of the university senate. He spent a post-doctoral year at Cambridge U. in England, studying under a Ford Foundation grant. Dr. Martin, who has a special interest in South Indian Hinduism, has visited that country twice on sabbatical leaves to do field research on Hindu temples, festivals, and practices. Last January he directed a study tour of India.

Lee O. Scott***

Professor (1952-)
B.A., Occidental College; B.D., Union Theological Seminary; Ph.D., Yale U.
Religious ethics, contemporary religious thought and contemporary theology comprise Dr. Scott's academic field. He has done post-doctoral work in Scotland and Japan, in addition to universities in this country. He is working on simulations in medical ethics during his current sabbatical leave. He is especially interested in interdisciplinary programs.

David A. Gibbons

Assistant Professor and Associate Dean of Students (1961-)
 A.B., Oberlin College; B.D., S.T.M., Yale U.

A member of the faculty since 1961, Rev. Gibbons is Associate Dean of Students. His responsibilities include career counseling, orientation, academic advising, off-campus study and work with international students. He is a member of the board of deacons of Granville's Baptist Church and is president of the Licking County Big Brother Association. His main academic interest is philosophical theology. His leisure activities include tennis, racquetball, and travel.

Timothy Sedgwick

Assistant Professor (1975-)
 B.A., Albion College; M.A., Ph.D., Vanderbilt U.

David O. Woodyard

Assistant Professor and Dean of the Chapel (1960-)
 B.A., Denison U.; M.Div., Union Theological Seminary;
 D.Min., Vanderbilt U. School of Theology

In addition to teaching, Dean Woodyard is responsible for the convocation and chapel programs offered on the campus. He is available for personal counseling as well as discussions of political and social issues. Dean Woodyard is the author of five books, one of the more recent being a consideration of political theology entitled *Beyond Cynicism: The Practice of Hope*.

John L. Jackson

Instructor and Associate Dean of the Chapel (1974-)
 B.S., Miles College; M.Div., Harvard Divinity School

Rev. Jackson assisted at the Union United Methodist Church, Boston, Mass., before coming to Denison in the fall of 1974. He is faculty adviser to DCA and is presently serving on the board of directors of Licking County's Big Brother Association. His main academic interest is Black Theology.

Senior Fellow

William Brosend, Columbus, O.

Faculty on Leave

*First Semester **Second Semester ***All Year

A book containing descriptions of courses offered this year at Denison is available by writing Denison University, Office of Publications, P.O. Box A, Granville, O. 43023.

Sociology and Anthropology

The major in the Sociology and Anthropology Department is designed to meet the educational needs of three kinds of students: (1) Those whose interests are primarily in a liberal education and wish to use the discipline to understand the social institutions and social change as well as insight into cross-cultural patterns; (2) Those who wish to use sociology as a background for certain occupations such as the law, the ministry, social work, government service or business; and (3) Those who expect to pursue graduate study in sociology-anthropology, leading to a teaching, administrative, or research career. Off-campus experiences through the GLCA Philadelphia Urban Semester and the Merrill-Palmer Institute Program in Detroit, which focus on contemporary urban problems, are available to the student. In addition, a student in consultation with the department and the off-campus study committee, may design his or her own off-campus program.

Course Offerings**Sociology and Anthropology**

- 207 — Foundations of Social Life
- 208 — Human Ecology
- 209 — Social Problems and Social Policy
- 213 — Education for Marriage and Family Life
- 301 — Social Research Methods
- 302 — General Sociology
- 307 — Urban Sociology
- 308 — Introduction to Social Work
- 309 — Social Casework
- 311 — Criminology
- 312 — Minority Groups
- 313 — The Family
- 314 — American Indians
- 315 — Social Organization
- 317 — The Sociology of Religion
- 318 — Sociology of Education
- 319 — South American Indians
- 320 — World Ethnography
- 321 — Cultural Change
- 322 — Peasant Culture
- 330 — General Anthropology
- 340 — Collective Behavior
- 345-346 — Special Problems
- 361-362 — Directed Study
- 405 — Sociology of the Pre-School Child
- 415 — Human Relations in Industry
- 416 — Sociological Theory
- 420 — Seminar
- 451-452 — Senior Research
- 461-462 — Individual Work for Honors

Recent Student Projects

- A Comparison of Ecological and Socio-Cultural Explanations of Land-Use Patterns: An Examination of the Zoning Process in the United States (an honors project) — Roger Dorris
- An Empirical Study of the Relationship Between Romanticism, Emotional Maturity, and Marital Adjustment — Michael Cech
- The Determinants of Dyadic Commitment Among Cohabiting Couples: A Pilot Study (an honors project) — Don Bower
- An Empirical Study of the Relationship Between Academic Interest Areas of Junior High and High School Teachers and Religiosity — Jeanne Lehman
- Medical Sociology — Nancy Woodlock
- A Study of Juvenile Institutions with Special Examination of the Conversion of the Juvenile Diagnostic Center of Columbus, O., to the Buckeye Youth Center (an honors project) — Margaret Hanrahan
- Work and Technology — Chris Gault
- Witchcraft in Western and Non-Western Society — David Dennis, Robert Orfeo, Kathleen Rudolph, and Thomas Harry
- Theories of Deviance and Relationships Between Theory and the Development of U.S. Penal Philosophy — Anne Hornsby
- Law and Society — Michael Heitz
- Interplay with Licking County Planning Commission — Marc Smith
- Sociological Aspects of Group Therapy and the Alcoholic — Leslie Bakken
- South Africa: Political Preconditions and Social Development — Eric Hoffman

The Faculty

Clalburne B. Thorpe

Professor and Chairperson (1970-)
A.B., North Carolina Central U.; M.A., U. of Oregon,
Ph.D., New School for Social Research

Dr. Thorpe, who has taught at Denison since 1970, is the author of several articles. His teaching specialty is research methods and theory but his academic interests are multiple, ranging from language to astronomy. Since coming to Denison he has directed two unique surveys: local resident feeling about the development of Granville, and the first detailed study of Amtrak railroad passenger service. Dr. Thorpe is a jazz buff and an avid sports enthusiast.

Irving E. Mitchell

Professor (1949-)
A.B., Gordon College; M.A., U. of New Hampshire;
Ph.D., Boston U.

Dr. Mitchell has served three terms as chairperson of the department of sociology and anthropology. He specializes in criminology, specifically, police education and penal reform. Dr. Mitchell is active in several local community service organizations and was chairperson of the Mound-builders Guidance Center in 1958-69. Dr. Mitchell, who is listed in Who's Who in America, enjoys boating and is a member of the U.S. Power Squadron.

Donald M. Valdes

Professor (1953-)
B.A., New Jersey State College, Montclair; M.A., George Peabody College; Ph.D., Ohio State U.

Dr. Valdes is the author/editor of two sociological texts. He has a penchant for teaching introductory sociology and anthropology courses and twice served as chairperson of the department. The former Denison wrestling coach has accompanied students to

various Mexican archaeology sites during January Terms. Although he plays a "poor but enthusiastic" game of tennis, his favorite activity is sailing.

Felicitas D. Goodman***

Associate Professor (1968-)
Diploma, U. of Heidelberg (Germany); M.A., Ph.D., Ohio State U.
Born and raised in Hungary, Dr. Goodman has written two books and numerous articles on glossolalia and recently offered a January Term seminar on altered states of consciousness. Dr. Goodman has mastered several languages, including German, Hungarian, Rumanian, French, Spanish, and Mayan, and also studied Navaho and Quechua. She enjoys the New Mexico desert where she has built an adobe house doing most of the labor herself.

Charles L. Cole

Assistant Professor (1972-)
B.A., Texas Wesleyan College; M.A., Texas Christian U.; Ph.D., Iowa State U.

The author of several articles, Dr. Cole is a member of several sociological and scientific societies, currently serves as president of the Ohio Council on Family Relations, and is recognized for his research and teaching in the area of marriage and family. While completing his doctoral dissertation he was awarded both the Groves Conference on Marriage and Family Outstanding Student Scholar Award and the National Council on Family Relations Outstanding Student Award for his contributions to the field of family studies. Dr. Cole's current research and writing, which have been supported by Denison's faculty development activities and research foundation summer grants, focus upon marital and non-marital cohabitation adjustment and commitment.

David L. Potter

Assistant Professor (1972-)
B.A., Amherst College; M.A., Ph.D., Syracuse U.

Dr. Potter is coordinator of the urban studies program. He joined the Denison faculty after having been assistant to the director and instructor in the public affairs program at Syracuse U. He specializes in urbanization, social change, Southeast Asia (particularly, the Philippines), and structural theory. He has received a Wenner-Gren Foundation award for anthropological research for the 1974-75 academic year when he was on leave as the visiting faculty member for the GLCA Philadelphia Urban Semester program.

T. J. Rice

Assistant Professor (1973-)
B.S., Cornell U.; M. Econ. Sc., National U. of Eire (Dublin); Ph.D., Purdue U.

Dr. Rice's special research concerns are in social stratification and occupational mobility, while his teaching interests include sociological theory, deviance, social problems, American institutions, and collective behavior. He is a David Ross Foundation grant holder for dissertation research on social mobility in North American urban areas. He has presented papers on social and occupational mobility during several recent sociological meetings. Born and raised in the Irish Republic and, true to the Irish tradition, he enjoys being a bachelor, playing folk harmonica, and riding horses.

Senior Fellows

Thomas Valdes, Granville, O.
Joset Wright, Indianapolis, Ind.

Junior Fellow

Norman Blears, Jamestown, N.Y.
Gregory Veeck, Easton, Md.

Speech Communication

The goals of the Speech Communication Department are to help the student to become a more able individual on two closely related levels, behavioral and cognitive, and to provide pre-professional training in specific areas.

On the behavioral level, the Department seeks primarily to enable the student to give effectiveness to his or her ideas through cogent and persuasive expression of them in circumstances which may vary widely, and to enhance the student's ability to grasp with perceptiveness and sensitivity ideas expressed by others.

On the cognitive level, the objective of the Department is to give the student an understanding of the process by which the expression and perception of ideas and feelings can influence human behavior. An understanding of this process includes a grasp of physiological, psychological, semantic, and social factors affecting both normal and defective human communication; an understanding of the impact of electronic mass communication on society and the individual; insight into the role of speech communication in business and the political process; etc.

The Department provides pre-professional training for students considering careers in law, business administration, broadcasting, teaching, the ministry, personnel, sales, government, advertising, speech pathology, public relations, and other fields.

Course Offerings

Speech Communications

- 101 — Public Speaking
- 110 — Dimensions of Speech Communication
- 113 — Reading Aloud Literature
- 218 — Speech Composition
- 221 — Group Discussion
- 222 — Argumentation and Debate: Contemporary Social Issues
- 223 — Persuasion
- 225 — Radio and Television in Society
- 227 — Radio Production Procedures
- 230 — Contemporary Television
- 244 — Freedom of Speech
- 247 — General Semantics
- 250 — Psychology of Speech
- 304 — Interpersonal Communication
- 308 — Communication, Man and Society
- 311 — Agitators, Advocates and Social Reform
- 312 — Communication Theory and Criticism
- 327 — Seminar in Advertising Communication
- 329 — Applied Phonetics
- 330 — Voice and Diction
- 331 — Introduction to Speech Correction
- 332 — Dialects
- 361-362 — Directed Study
- 409 — Seminar in Speech
- 451-452 — Senior Research
- 461-462 — Individual Work for Honors Teaching of Speech — (See Education 339)

Recent Student Projects

- The Image of Women on Television: A Primary Target for Attack (an honors project) — Linda Palenscar
- Perception and the Aphasic (an honors project) — Susan Stafford
- The Investigation of the Persuasive Techniques of Television Advertising (an honors project) — Barbara Jack
- A Rhetorical Analysis of Wit and Humor in the Campaign Speaking of Adlai Stevenson (an honors project) — George Foufos
- A Rhetorical Analysis of the Campaign Speeches of John F. Kennedy and Richard M. Nixon (an honors project) — Helen Greer
- An Analysis of the Application of the Rhetoric of Aristotle in the Speeches of Winston Churchill (an honors project) — Charlotte Moyers
- Senator Everett McKinley Dirksen's Use of Speech in the Origin and Passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965 (an honors project) — Barbara Ruhe
- A Study of the Possibility of Isolating the Left Hemisphere of the Brain by means of Drugs as an Agent in the Therapeutic Retraining of Aphasics (an honors project) — Gretchen Lighthizer
- Research and Live Broadcast over WDQB of Apollo 16 Space Shot — Dave Northrup
- TV Advertising: Making of Original Films and Music — Richard Lewis
- Psychology of Black Speech — Kenneth Fujka

The Faculty

Bruce R. Markgraf

Professor and Chairperson (1966-)
B.S., M.S., Ph.D., U. of Wisconsin, Madison
Teacher, playwright, reviewer, confidant, all-around good egg. Peace.

William R. Dresser

Professor (1960-)
B.A., Denison U.; M.A., Ph.D., Northwestern U.
Dr. Dresser, coach of Denison's intercollegiate debating teams and former chairperson of the university senate, is author of several articles pertaining to argumentation and co-editor (with S. I. Hayakawa) of *Dimensions of Meaning*, a short anthology examining applications of general semantics. Before coming to Denison he taught at the U. of New Hampshire and at Boston U.

Charles Feldman

Assistant Professor
B.A., U. of Iowa; M.A., Ph.D., U. of Michigan

Senior Fellows

Barbara Benedict, Dayton, O.
Susan Fogarty, Washington, D.C.

Junior Fellows

David Crouse, Lima, O.
Eletta Giordano, Trenton, N.J.

Theatre and Film

The practice and study of theatre and film involves the students in the complex craft of imparting significant form to dramatic actions. In both practice and study students can discover their innate skills and talents, thereby enlarging self awareness and an understanding of the human community; or prepare themselves through concentrated pre-professional training for future creative work in theatre and film.

The Bachelor of Arts sequence allows a student wide flexibility in choosing areas of study in disciplines outside of his or her major interest. The Bachelor of Fine Arts sequence of courses provides a structured preprofessional training for those who seek apprenticeship as artisans in theatre and film. In either program classroom instruction and directed study in the history, theory and aesthetics of theatre and film are set side by side with training in voice, body movement, stagecraft, design, management and cinematography.

The student actively participates in the productions for the University and Experimental Theatre season of plays and in the making of films. Professional standards of production are employed by the instructional staff in order to impart high standards of quality workmanship.

The department encourages a semester of off-campus study in either the GLCA Fine Arts semester program in New York or in an accredited European program. The B.F.A. student is expected to engage in significant summer employment in theatre or film.

Course Offerings

Theatre and Film

- 101 — Beginning Acting
- 103 — Forms of Theatre Arts
- 105 — Forms of Theatre Arts (Participation)
- 111 — Introduction to the Theatre
- 113 — Voice for the Stage
- 115, 116, 117 — Theatre Participation
- 215 — Production for Non-commercial Theatre
- 219 — Elementary Cinematography
- 225 — Contemporary Theatre
- 229 — Acting: Physical Technique
- 230 — Acting: Scene Study
- 231 — Acting: Characterization
- 232 — Acting: Personal Style
- 240 — Children's Theatre
- 301 — Scenic Design and Stage Lighting
- 312 — Seminar in Film
- 317 — Technical Theatre
- 323 — Theatre History
- 324 — History of American Theatre
- 325 — The History of the Modern Theatre
- 326 — History and Aesthetics of Film
- 361-362 — Directed Study
- 401 — Theatre Practicum
 - a. Problems in Costuming
 - b. Problems in Styles of Stage Direction
 - c. Special Studies in Drama
 - d. Problems in Theatre Management
 - e. Advanced Problems in Scenic and/or Lighting Design
 - f. Problems in Theatre Design

- 410 — Advanced Cinematography
- 415 — Play Direction
- 426 — Theory of the Theatre
- 451-452 — Senior Research
- 456 — Senior Theatre Project
- 461-462 — Individual Work for Honors

Recent Student Projects

- History of Black Drama — RoNita Hawes
- Bernard Shaw, the Director — Leslie Oweida
- Non-commercial TV Production — Karen Kendig
- David Merrick: The Study of a Producer — Gary McAvay
- The Fitzgeralds: A Study in Reader's Theatre — Suzanne Fagan
- A Film: Fog — James D. Stratte
- The Influence of Ibsen Upon Selected Realistic Dramas of Gerhart Hauptmann (written in German) — Colleen Judith Coughlin
- Costume Construction for All's Well That Ends Well — Joni R. Johns

The Faculty

William Brasmer

Professor and Chairperson (1948-)
B.S., M.A., Northwestern U.

Mr. Brasmer has staged more than 75 major productions since coming to Denison. He was managing director of the Denison Summer Theatre for 18 years. Mr. Brasmer is currently writing a definitive study on Matt Morgan, American Illustrator, and is an advisory editor of "Pantomime," the journal of the British Pantomime Association. Co-editor of Black Drama, he has been trained at the U. of North Carolina and the Royal Academy of Dramatic Arts, in addition to his study at Northwestern. Mr. Brasmer, who has a penchant for alliteration and finely-honed adjectives, is concerned with the creative possibility of student talent.

Calvin L. Morgan

Assistant Professor (1971-)
B.A., Davis and Elkins College; M.A., U. of Washington

Mr. Morgan designed more than 20 sets for university, repertory theatre, and festival plays before coming to Denison. In addition to being technical director of theatre here, he recently was the guest of the Scenographic Institute in Prague, Czechoslovakia, where he worked with Josef Svoboda and the National Theatre. He is currently involved with the establishment of a North American scenographic institute.

R. Elliott Stout

Assistant Professor (1966-)
B.A., M.A., Ph.D., Ohio State U.

Dr. Stout directs Denison's film program and advises the Denison Film Society. A filmmaker, stage director, and actor, Dr. Stout is interested in the history of theatre and cinema, cinematography, experimental theatre, and Middle Eastern studies. With a quasi-academic interest in gastronomy, Dr. Stout is enthusiastic about cigars, table tennis, and opera.

Peggy Anton

Instructor (1975-)

B.S., Northern Michigan U.; M.A., U. of Michigan

Phyllis Thompson

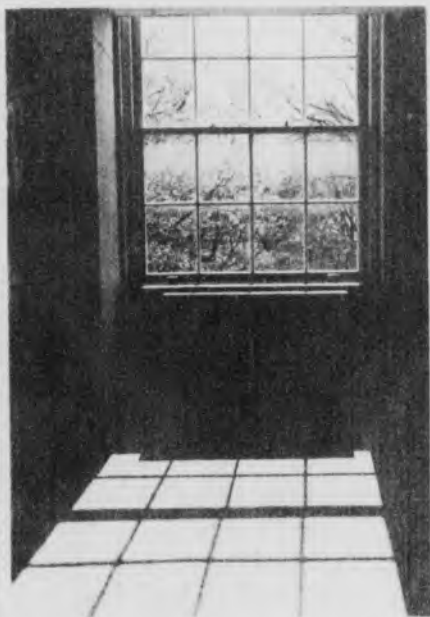
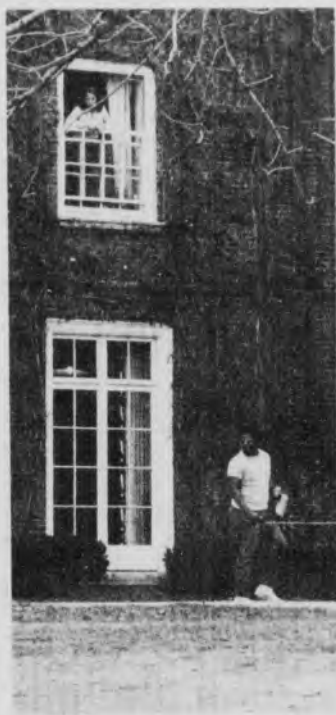
Instructor (1975-)

B.F.A., U. of Connecticut; M.A., Michigan State U.

Senior Fellow

James Simpson, Pittsford, N.Y.





A SURFEIT OF NEO-ROMAN, QUASI-COLONIAL BUILDINGS, COMBINED WITH A MISH-MASH OF MODERN FACILITIES WHICH MIRACULOUSLY FIT TOGETHER, ON AND BENEATH A HILL-TOP IN SOME REMOTE EAST-WESTERN STATE; THAT IS DENISON PHYSICALLY. THE COMPLEXITIES AND INCONSISTENCIES OF DENISON'S OUTWARD APPEARANCE COWER BENEATH THE CONTRADICTIONS WHICH ARE MANIFESTED IN THE SCHOOL'S SOCIAL ASPECTS.

"TRADITION" CREEPS ABOUT THE SCHOOL IN THE GUISE OF FRATERNITIES, CLOTHING STYLES AND ATTITUDES REFLECTING THOSE OF PARENTS AND PARENT'S PARENTS WHO MAY OR MAY NOT HAVE GONE HERE.

BENEATH THIS MOST OBVIOUS, PERHAPS LEAST DESIRABLE STRUCTURE LIES A VIBRANT AND ENERGETIC WORLD OF CREATION AND IDEAS. PEOPLE AT DENISON, BY AND LARGE, ARE INTERESTED AND INVOLVED IN EDUCATION. MANY STUDENTS HAVE SOMETHING THAT IS EXTREMELY RARE - TALENT. THERE ARE TALENTED MUSICIANS, ARTISTS, MATHEMATICIANS, PHOTOGRAPHERS, SOON TO BE DOCTORS, AND MUSICAL CONDUCTORS, TO MENTION A FEW.

A SCHOOL IS NOT JUST A GROUP OF BUILDINGS, A SCHOOL IS THE INTERACTION WHICH TAKES PLACE BETWEEN THE PHYSICAL ENTITY AND THE STUDENTS. THE NECESSARY INTEGRATION CAN BE SEEN AT DENISON IF ONE TAKES THE TIME TO LOOK PAST THE SOMEWHAT OVER-BEARING OUTWARD APPEARANCE OF THE SCHOOL.

MICHAEL GEHRON

Being at DENISON affords the student the opportunity to become involved socially and academically. On a social level, the DENISON community often appears quite homogeneous, at least it did to me. It took me a while before I was convinced that it certainly wasn't. Once I got to know people on an individual basis, I became thoroughly convinced of the diversity which the student body here at D.U. has. The small size of the college ^{placed} me in a situation where I could get to know a great deal of people on a personal level.

On an academic level, it's kind of nice to walk into a classroom and have a professor greet me with a, "Hi Rich", instead of just an awkward glance. If the professor is given the opportunity, he'll go out of his way to become acquainted with a student. This, to me, was always very important. It's a lot nicer going to class and studying for a particular subject, if you feel the professor is interested in what his students are learning.

There is enough activity at DENISON between a student's academics and the social calendar to keep a person involved. Boredom stems from the individual. It doesn't have to exist here, if you don't want it, too.

Next semester I'll be abroad. DENISON has been completely encouraging and helpful in guiding me toward a suitable program. I chose to go for one semester only, because there are too many classes and opportunities that I still want to take advantage of while I can at DENISON.

Being located in an idyllic location, as DENISON is, has not stifled me. It has eventually forced me to make an effort to know and truly realize that a very few people actually live in such a beautiful environment as this college. Instead of just ignoring the world away from here, I've tried to become more involved and aware of life away from DENISON. Having the best of one world has stimulated me to help and understand another.

Richard W. Emrich.

Like any community, Denison is a place of resource. We have most of what any college has, and more in some cases. Though we haven't coed dorms, we have no limit on visitation. Living arrangements are varied - suites, triples, doubles, singles, fraternity and off campus living. We have ample academic opportunities ranging from regular, combined, double or self-designed majors to independent study projects plus semesters at other institutions either in or out of this country. On campus there are always films, plays, concerts, art displays and lectures to enjoy.

We have problems. Our system of credits is often limiting in that it is difficult to take more or less than one can handle. Many of the courses i've taken here have lacked direction, moving rather haphazardly because people don't seem to care. Possibly this is due to the fact that we still have General Education requirements.

Almost anything can be done here if you are willing to think it out and tell it to a lot of people in order to get it approved. When i've used and given to this place, i've grown. What you get out of Denison depends upon you, but it also depends upon us because each of us has created something of this place.

val evans

What happens in the classroom is only a part of the college educational experience. A lot of learning and growing is the result of interpersonal contacts outside of the classroom, with other students and teachers.

Some of my growing experiences at Denison include late night "rap sessions" in the dorm, impromptu discussion in the union or on the quad, and developing friendships with some really great people who just happen to be teachers. The dorm sessions and high number of student contacts might be found on any college campus. I don't think, however, that you'd find the close student-teacher friendships I've experienced at Denison on just any college campus. Denison's size makes it possible to get to know teachers outside the classroom, and most teachers urge students to talk with them, not even necessarily about coursework.

The accessibility and friendly concern of teachers here at Denison has made my college experience more personal and meaningful. They have added to an excellent liberal arts education, a vital human element.

Patricia A. de Haas



Osei Owusu, a Sophomore
Slayter Box 698 or
PO Box 97-Koforidua, Ghana, W. Africa



Judith Krieger, a Sophomore
Slayter Box 1856 or
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424 Beacon St., Boston, Mass. 02115



Thomas Kindie, a 1975 Graduate
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Granville, O. 43023



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33 Still Acres Dr., W. Milton, O. 45383



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c/o 1132 Burns Dr.,
Howell, Mich. 48843



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Val Evans, a Senior
Slayter Box 290 or
PO Box 2, Hanover, Ind. 47243



Richard Emrich, a Junior
Slayter Box 805 or
5 Nancy Ct., Glen Cove, N.Y. 11542



Michael Gehron, a Senior
Slayter Box 2348 or
2112 Belle Haven Rd., Alexandria, Va. 22307



Patricia deHaas, a Senior
Slayter Box 1116 or
1857 Braeburn Park Dr., Euclid, O. 44117

Campus Address: Slayter Box
Denison University
Denison University
Granville, O. 43203

Joel P. Smith
President (1969-)
B.A., LL.D.,
Beloit College;
B.A., Oxford U.;
J.D., U. of Wisconsin

"As a first-rate liberal arts college, we are committed to rigor, to intellectual inquiry and to a sustained concern that each student will take seriously his or her responsibility to refine personal vision in order to live both conscientiously and effectively."





Louis F. Brakeman

Provost and Professor of Political Science (1962-)
A.B., Kalamazoo College; M.A., Ph.D., Tufts U.

Dr. Brakeman, appointed provost in 1973, has served as dean of the college and chairperson and professor of political science. He has held Fulbright and Danforth fellowships and is chairperson of the GLCA dean's council. A university senator, he is a member of the academic affairs council and the president's advisory board. Dr. Brakeman is concerned with curricular reform, the improvement of teaching, and classroom simulation. He is one of three authors of a textbook, *Introductory Problems in Political Research*.



Andrew Sterrett

Dean of the College and Professor of Mathematical Sciences (1953-)

B.S., Carnegie Inst. of Technology; M.S., Ph.D., U. of Pittsburgh

Dr. Sterrett was named dean of the college in 1973. Dr. Sterrett has been chairperson of the Ohio Section of the Mathematical Association of America (MAA) and director (1970-72) of the Committee on the Undergraduate Program in Mathematics (CUPM). CUPM is a committee of the MAA that is charged with making curricular recommendations in mathematics to colleges and universities. He has co-authored a five-volume series, *Programmed Calculus* (1968), and *Linear Systems: An Introduction* (1973). Currently, he is preparing a book on probability with statistical applications.

Parker E. Lichtenstein

University Professor (1949-)

B.S., M.S., U. of Massachusetts; Ph.D., Indiana U.

Dr. Lichtenstein has served as acting president, dean of the college, and chairperson of the psychology department. In 1970, he was appointed Denison's first university professor, a unique professorship related to several academic disciplines. He has served on the university senate and been national chairperson of the American Conference of Academic Deans.

William F. Windle

Research Professor (1971-)

B.S., Sc.D., Denison U.; M.S., Ph.D., Northwestern U.

Dr. Windle returned to his alma mater in 1971 after retiring as research professor emeritus of rehabilitation medicine at New York U. A noted physiology researchist and educator, Dr. Windle has received numerous honors including the Weinstein Award from the United Cerebral Palsy Association, the Albert Lasker Basic Medical Science Award, and the William Thompson Wakeman Award of the National Paraplegia Foundation. He is founder and editor-in-chief of *Experimental Neurology* and has authored *Textbook of Histology and Physiology of the Fetus*. Dr. Windle is currently conducting research on neural regeneration in the damaged spinal cord. The research is supported by the National Institutes of Health in a specially-equipped laboratory on campus.

Visiting Lecturers (Part-Time)

Art

Rose Marie Porter Davis, 1974-

B.A., Washington U.; M.A., Ohio State U.

Classics

William McNaughton, 1972-

B.A., Brooklyn College; Ph.D., Yale U.

Dance

Artists-in-Residence

First Semester:

Gus Solomons, Jr., 1975-

B.A., M.I.T.

Santa Alai, 1975-

B.A., Cornell U.; M.A., Columbia U.

English

Karolyn Burkett, 1969, 1971-

B.A., U. of Kansas

Naomi Garrett, 1972 (Visiting Professor)

A.B., Benedict College; M.A., Atlanta U.; Ph.D., Columbia U.

Interdepartmental (Linguistics)

Sara Gaines, 1975-

B.A., U. of Iowa; Ph.D., Ohio State U.

Jewish Studies

Mark Kram, 1975-

B.A., U. of Missouri

Modern Languages

Marietta Emont, 1958-

B.A., M.A., U. of Wisconsin

Philosophy

Mary Sirridge, 1976-

B.A., St. Mary's College; M.A., Ph.D., Ohio State U.

Psychology

Marilyn Burgess, 1968-

B.S., Denison U.

Nancy Ingling, 1975-

B.A., U. of Pennsylvania; Ph.D., U. of Rochester

Sociology and Anthropology

Russell Geiger, 1974- (Visiting Assistant Professor)

B.A., Ohio Wesleyan U.

Cyril Ransopher, 1964-

B.S.Ed., Ohio State U.; M.S. (Soc. Adm.) Case Western Reserve U.

Marjorie Watson, 1959-

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*Denison Alumnus

*John E. F. Wood, A.B., M.A., LL.B. Attorney-at-Law, Dewey,
140 Broadway, 45th Floor,
N.Y., N.Y. 10005 Ballantine, Bushby,
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West Leigh, Route 2,	U. of Virginia
Charlottesville, Va. 22901	
Mary Stafford, B.A.	Graduate School Student
Hamilton D43, Harvard	Harvard Business School
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Newark, O. 43055	(Term Expires, 1977)
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A.B., M.A., Oberlin College; Ph.D., Brown U.
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A.B., A.M., Ohio State U.
- Joseph L. King**, 1924-62 Professor-Emeritus of English
A.B., LL.D., Richmond College; A.M., Ph.D., Columbia U.
- A. Collins Ladner**, 1928-53 Assistant Professor-Emeritus
A.B., A.M., Brown U. of Mathematics
- Danner L. Mahood**, 1927-66 Associate Professor-Emeritus
B.S., Davidson College; M.S., U. of Virginia. of English
- Charles L. Major**, 1931-60 Assistant Professor-Emeritus
A.B., A.M., College of William and Mary of Education
- George D. Morgan**, 1927-62 Professor-Emeritus of Biology
B.S., Denison U.; M.S., U. of Pittsburgh;
Ph.D., Ohio State U.
- Virginia Northrup**, 1952-75 Associate Professor-Emeritus
B.A., William Smith College; of Dance
M.A., Sarah Lawrence College
- Ruth A. Outland**, 1941-64 Director-Emeritus of
A.B., Coe College Public Information
- Norman H. Pollock, Jr.**, 1948-74 Professor-Emeritus
A.B., Denison U.; A.M., Harvard U. of History
Ph.D., U. of Pennsylvania
- Conrad E. Ronneberg**, 1946-66 Professor-Emeritus
B.A., Lawrence U.; M.S., Massachusetts Inst. of Chemistry
of Technology; Ph.D., U. of Chicago
- Walter Secor**, 1940-75 Professor-Emeritus of French
A.B., Grinnell College; M.A., Ph.D., Columbia U.
- Ellenor O. Shannon**, 1936-65 Associate Professor-
A.B., Tulane U.; A.M., Columbia U. Emeritus of English
- Natalie M. Shepard**, 1950-73 Professor-Emeritus
B.S., Alfred U.; M.A., Columbia U. of Physical Education
Ed.D., New York U.
- Wyndham Southgate**, 1946-75 Professor-Emeritus
B.A., M.A., Ph.D., Harvard U. of History
- Brayton Stark**, 1927-61 Associate Professor-Emeritus
Mus. B., A.B., Denison U. of Music
A.M., Harvard U.; F.A.G.O.
- Cephus L. Stephens**, 1949-72 Professor-Emeritus of
B.S., M.A., Ph.D., Ohio State U. Political Science
- Harold H. Titus**, 1928-64 Professor-Emeritus of Philosophy
A.B., D. Litt., Acadia U.; B.D., Colgate Rochester
Divinity School; Ph.D., U. of Chicago
- Harry V. Truman**, 1948-67 Professor-Emeritus of Biology
A.B., Ohio Wesleyan U.; A.M., Western Reserve U.;
Ph.D., U. of Wisconsin

Faculty Emeriti

- K. Dale Archibald**, 1948-75 Professor-Emeritus of Biology
B.A., Denison U.; B.D., Colgate-
Rochester Divinity School;
M.A., Ph.D., Ohio State U.
- Francis C. Bayley**, 1946-70 Professor-Emeritus of Logic
A.B., Dickinson College;
B.D., Drew U.; Ph.D., Columbia U.
- Edward M. Collins**, 1948-69 Professor-Emeritus
B.S., A.M., Ph.D., Princeton U. of Chemistry
- Lionel G. Crocker**, 1928-67 Professor-Emeritus of Speech
A.B., A.M., Ph.D., U. of Michigan;
Pd.D., Otterbein
College; L.H.D., Drury College
- Lindley Richard Dean**, 1921-67 Professor-Emeritus of
A.B., Dartmouth College; Classical Languages
A.M., Ph.D., Princeton U.
- Lois E. Engleman**, 1948-64 Librarian-Emeritus
B.A., Millikin U.; B.S. in L.S., Western Reserve U.;
M.S., Columbia U.
- W. Alfred Everhart**, 1920-64 Professor-Emeritus of Chemistry
A.B., Miami U.; M.S., Lehigh U.; Ph.D., Ohio State U.

*Denison Alumnus

The Administrative Staff

- Joel P. Smith, 1969-** President
B.A., LL.D., Beloit College; B.A., Oxford U.; J.D., U. of Wisconsin
- Lola C. Garity, 1962-** Administrative Assistant
to the President and Secretary to the Board of Trustees
- Ann Bigelow, 1974-** Assistant to the President
B.A., Oberlin College; M.A., Columbia U.
- Louis F. Brakeman, 1962-** Provost
A.B., Kalamazoo College; M.A., Ph.D., Tufts U.
- Elizabeth T. Owen, 1957-** Administrative
Assistant to the Provost
A.B., Denison U.
- Ann K. Fitzgerald, 1972-73, 1974-** Assistant to the Provost
B.A., Mt. Holyoke College; M.A., U. of Wisconsin
- Andrew Sterrett, 1953-** Dean of the College
B.S., Carnegie Inst. of Technology; M.S., Ph.D., U. of Pittsburgh

General Administration

- Samuel D. Schaff, 1948-** Registrar and Graduate
School Counselor
A.B., Denison U.; M.A., Ohio State U.; Ed.D., Columbia U.
- Larry R. Murdock, 1971-** Assistant Registrar
B.A., Waynesburg College; M.A., Ohio U.
- David O. Woodyard, 1960-** Dean of the Chapel
B.A., Denison U.; M.Div., Union Theological Seminary; D.Min., Vanderbilt Divinity School
- John L. Jackson, 1974-** Associate Dean of the Chapel
B.S., Miles College; M.Div., Harvard Divinity School
- Mark Kram, 1975-** Jewish Rabbi
B.A., U. of Missouri
- John M. Fulcher, 1972-** Catholic Priest
B.A., St. Charles College
- Charles B. Maurer, 1971-** Director of Library
B.A., A.M.L.S., U. of Michigan; M.A., Ph.D., Northwestern U.
- Robert J. Watson, 1969-** Assistant Librarian for Public Services
B.S., State U. of New York (Buffalo); M.S., State U. of New York (Albany); M.L.S., State U. of New York (Geneseo)
- Andrew H. Wang, 1969-** Assistant Librarian for
Technical Services
B.A., National Cheng chu U. (Taiwan); M.S. in L.S., Atlanta U.
- Margaret Hanson, 1969-** Reference Librarian
B.A., Upper Iowa U.; M.S. in L.S., U. of Kentucky
- Che Gil Chang, 1971-** Catalog Librarian
B.A., M.A., Seoul National U. (Korea); M.L.S., George Peabody College
- Elizabeth Tynan, 1973-** Assistant Reference Librarian
B.A., Beaver College; M.S. in L.S., U. of North Carolina
- William Brasner, 1948-** Director of Theatre
B.S., M.A., Northwestern U.
- Jeffrey S. Jalbert, 1967-** Director of Computer Center
B.A., Fairfield U.; Ph.D., Virginia Polytechnic Inst.
- N. Douglas Hughes, 1972-** Systems Analyst
- Arthur A. Zebbs, 1972-** Director of the Center
for Black Studies
B.A., Dillard U.; M. Div., Oberlin Graduate School of Theology
- Ann Kessler, 1974-** Director of the January Term
A.B., Radcliffe College
- David Gallup, 1974-** Director of Instructional Services
B.A., M.Ed., Westminster College; Ph.D., Pennsylvania State U.

Student Services

- F. Trevor Gamble, 1963-** Dean of Students
A.B., Colgate U.; M.A., Ph.D., U. of Connecticut
- David A. Gibbons, 1961-** Associate Dean of Students
A.B., Oberlin College; B.D., S.T.M., Yale U.
- Susan R. Bowling, 1973-** Associate Dean of Students
B.S., M.S., Florida State U., Ed.D., U. of Tennessee
- Pia Chambers Crandell, 1973-** Assistant Dean of Students
B.A., Kalamazoo College; M.A., Eastern Michigan U.
- Martha Rawlings, 1975-** Assistant Dean of Students
B.S., Towson State College; M.A., Syracuse U.
- Victor R. Mattox, 1975** Assistant Dean of Students
B.A., M.A., U. of Florida
- Donald G. Tritt, 1959-** Director of Psychological Clinic
B.S., Ohio State U.; Ph.D., U. of Chicago
- Irving A. Nickerson, 1956-57, 1964-** Physician and
Administrator of
Whisler Hospital
B.A., M.D., Ohio State U.
- Roy Seils, 1963-** Director of Men's Athletics
B.A., Denison U.; Ed.M., Ed.D., Boston U.
- Elizabeth C. Van Horn, 1953-** Director of
Women's Athletics
B.S.Ed., Miami U.; M.S., Wellesley College; Ph.D., Ohio State U.

Admissions and Financial Aid

- William A. Hoffman, Jr., 1960-** Dean of Admissions
and Financial Aid
B.S., Missouri Valley College
M.S., Ph.D., Purdue U.
- Gordon H. Condit, 1949-50, 1964-** Associate Director
of Admissions
B.A., Denison U.;
M.A., Case Western Reserve U.
- Albert W. Davison, Jr., 1965-** Director of Financial Aid and
Vocational Services
B.A., Denison U.; B.S.Ed.,
M.A., Ohio State U.
- Juliana Lightle, 1973-** Assistant Director
of Admissions
B.A., M.A., U. of Rhode Island
- Nancy Ball, 1974-** Admissions Counselor
B.A., Denison U., M.A., Indiana U.
- John Cammack, 1974-** Admissions Counselor
B.A., Denison U.
- Theodore Sherron, 1975-** Admissions Counselor
B.S., Delaware State College

University Relations

- Calvin K. Prine, 1959-** Director of University Relations and
Development
B.A., Denison U.; J.D., U. of Pennsylvania
- Paul Schoenholz, 1974-** Assistant Director
of Development
B.A., Denison U.
- Bob Kinney, 1970-** Director of News Services
and Publications
B.S., Ohio U.
- Christine Graves, 1973-** Assistant Director of News
Services and Publications
B.A., Ohio State U.
- Beatrice P. Stephens, 1947-** Director of Alumni Affairs
A.B., Lawrence U.
- Thomas B. Martin, 1970-** Associate Director of Alumni Affairs
B.A., Denison U.

Finance and Management

J. Leslie Hicks, Jr., 1968-	Vice-President for Finance and Management
B.A., Gettysburg College; M.S., Bucknell U.	
Peter P. Wieliczko, 1966-	Treasurer
B.S., Babson Inst.	
Steven W. Bowman, 1971-	Assistant Treasurer
B.S., M.B.A., Bowling Green State U.	
Alice M. Dodsworth, 1956-	Administrative Assistant
Louis Petito, 1953-	Controller
B.A., Princeton U.; C.P.A.	
Marguerite Brown, 1966-67, 1968-	Cashier
Norma S. Franklin, 1974-	Payroll Supervisor
Gwendolyn Williams, 1949-	Assistant to the Controller
William J. Sharp, Jr., 1969-	Director of Physical Plant
B.S., Mch. Engr., Drexel Inst. of Technology	
Arthur M. Shumway, 1955-	Chief Security and Safety Officer
Herman L. Counts, Jr., 1966-	Director of Purchasing
B.A., Johnson C. Smith College	
George J. Campbell, 1970-	Purchasing Agent
B.S., Susquehanna U.	
Kenneth W. Poole, 1966-	Business Manager
B.A., U. of Michigan	
Raymond A. McKenna, 1955-	Manager of Bookstore
B.A., Brown U.	
Raymond L. Rausch, 1962-	Coordinator of the College Union and Assistant Manager of Bookstore
B.S., B.S.Ed., Ohio State U.	
Warren E. Adams, 1971-	Director of Residence Hall Services and Conference Coordinator
Warren J. Copenhefer, 1962-	Recreation Center Manager
David Wahl, 1972-	Food Service Director
B.A., U. of Pittsburgh	
Joan Patterson, 1962-	Manager, Huffman Dining Hall
Steven M. Renz, 1974-	Manager, Curtis Dining Hall
B.S., Wright State U.	

Florida	8	10	18
Georgia	3	3	6
Hawaii	1	2	3
Illinois	73	65	138
Indiana	32	31	63
Kansas	1	3	4
Kentucky	14	11	25
Louisiana	1	2	3
Massachusetts	25	24	49
Maryland	48	45	93
Maine	1	1	2
Michigan	40	54	94
Minnesota	6	9	15
Missouri	13	14	27
Mississippi	0	1	1
Nebraska	1	0	1
North Carolina	2	7	9
New Hampshire	4	0	4
New Jersey	61	45	106
New York	132	108	240
Ohio	391	285	676
Oklahoma	1	1	2
Oregon	1	1	2
Pennsylvania	113	129	242
Rhode Island	2	2	4
South Carolina	0	2	2
Tennessee	1	3	4
Texas	3	2	5
Virginia	18	20	38
Vermont	2	0	2
Wisconsin	16	8	24
West Virginia	11	19	30
Total	1,091	984	2,075

Foreign Countries	Men	Women	Total
Argentina	0	3	3
Australia	3	0	3
Austria	0	1	1
Cameroon, W. Africa	1	0	1
Canada	0	1	1
Costa Rica	1	0	1
Ethiopia	1	0	1
France	1	0	1
Finland	1	0	1
Ghana	2	0	2
Guatemala	1	1	2
Holland	1	0	1
Iceland	1	0	1
Iran	1	1	2
Japan	4	0	4
Korea	1	1	2
Liberia, W. Africa	1	0	1
Malaysia	3	2	5
Nigeria	5	0	5
Pakistan	2	0	2
Peru	1	0	1
Sweden	0	1	1
Switzerland	3	0	3
South Vietnam	2	0	2
Thailand	1	0	1
Virgin Islands	1	2	3
Yugoslavia	*1	0	1
Total	39	13	52
Grand Total	1,130	997	2,127
Total States			38
Total Foreign Countries			27

Enrollment by State and Foreign Country

First Semester, 1974-75

State	Men	Women	Total
Arizona	0	1	1
California	2	8	10
Colorado	1	2	3
Connecticut	55	57	112
District of Columbia	6	6	12
Delaware	2	3	5

Student Enrollment for 1974-75

First Semester

	Men	Women	Total
Seniors	226	210	436
Juniors	250	185	435
Sophomores	317	280	597
Freshmen	340	323	663
Total Full-time	1,133	998	2,131
Part-time/special	12	24	36
Full time/special	4	2	6
Community Scholars	8	13	21
Grand Total	1,157	1,037	2,194*

Second Semester

	Men	Women	Total
Seniors	217	201	418
Juniors	257	185	442
Sophomores	310	267	577
Freshmen	333	318	651
Total Full-time	1,117	971	2,088
Part-time/special	6	17	23
Full time/special	2	1	3
Part time degree candidates	9	11	20
Community Scholars	1	10	11
Grand Total	1,135	1,010	2,145**

*does not include 29 men and 73 women studying off-campus first semester

**does not include 23 men and 51 women studying off-campus second semester

Accreditation

Denison is accredited by the North Central Association of Colleges and Secondary Schools, which was formed in 1913 and had Denison on its original list. Other agencies recognizing and approving Denison are the Ohio College Association, the Ohio State Department of Education, American Association of University Women, Great Lakes Colleges Association, American Chemical Society, and the American Association of Colleges for Teacher Education.

Denison's pre-medical program is recognized by all medical schools accredited by the Association of American Medical Colleges.

The Department of Music is a liberal arts member of the National Association of Schools of Music.

Denison Calendar for 1975-76

First Semester 1975

August 31 Sunday	College Residence Halls open
September 2 Tuesday	Proficiency and Placement Examinations and Academic Advising for Freshmen and Transfer Students who did not participate in June Orientation

September 3 Wednesday	Registration for First Semester and College Food Service begins
September 4 Thursday	Classes begin, 8:30 am
October 4 Saturday	Fall Parents' Weekend
October 18-21 Saturday-Tuesday	Fall Break
October 21 Tuesday	Midsemester grades due for freshmen
October 25 Saturday	Homecoming
November 26 Wednesday	Thanksgiving Vacation begins, 12:20 pm
December 1 Monday	Classes resume, 8:30 am
December 12 Friday	Classes end for First Semester, 5 pm
December 15-18 Monday-Thursday	Final Examinations
December 19 Friday	First Semester ends, 5 pm

January Term

January 5 Monday	January Term opens, 8:30 am
January 30 Friday	January Term ends, 5 pm

Second Semester 1976

February 2 Monday	Registration for Second Semester
February 3 Tuesday	Classes begin, 8:30 am
March 19 Friday	Spring Vacation begins, 5 pm
March 29 Monday	Classes resume, 8:30 am
April 24 Saturday	Spring Parents' Weekend
May 19 Wednesday	Classes end, 5 pm
May 21-25 Friday-Tuesday	Final Examinations
May 26 Wednesday	Second Semester ends, 5 pm
May 28 Friday	Baccalaureate Service
May 29 Saturday	Commencement

Two day orientation sessions will be held for incoming freshmen and transfer students through the month of June.

Denison Calender for 1976-77

(Tentative — subject to change)

First Semester 1976

September 5-7 Sunday-Tuesday	Orientation for Freshmen and Transfer Students who did not participate in June Orientation
September 8 Wednesday	Registration for First Semester
September 9 Thursday	Classes begin
October 2 Saturday	Fall Parents' Weekend
October 16-19 Saturday-Tuesday	Fall Break
October 19 Tuesday	Midsemester grades due for Freshmen
October 30 Saturday	Homecoming
November 24 Wednesday	Thanksgiving Vacation
November 29 Monday	Classes resume
December 15 Wednesday	Classes end
December 16 Thursday	Study Day
December 17-21 Friday-Tuesday	Final Examinations
December 22 Wednesday	First Semester Ends

January Term

January 3 Monday	January Term opens
January 28 Friday	January Term ends

Second Semester 1977

January 31 Monday	Registration for Second Semester
February 1 Tuesday	Classes begin
March 18 Friday	Spring Vacation begins, 5 pm
March 28 Monday	Classes resume
April 30 Saturday	Spring Parents' Weekend
May 18 Wednesday	Classes end
May 19 Thursday	Study Day
May 20-24 Friday-Tuesday	Final Examinations

May 25 Wednesday	Second Semester ends
May 27 Friday	Baccalaureate Service
May 28 Saturday	Commencement

Two day orientation sessions will be held for incoming freshmen and transfer students through the month of June.

1975

CALENDAR

For months — September 1975, to June 1977

1976

1977

SEPTEMBER

S	M	T	W	T	F	S
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DECEMBER

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OCTOBER

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NOVEMBER

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JANUARY

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31						

Catalog Credits

Art

The front cover illustration and artwork on pages 5, 17, 41, and 63 are by Mark Barendse of Meigs County, O.

Printer

This Catalog was printed by Harry Hoffman & Sons Printing, Buffalo, N.Y. The cover is recycled paper.

Photography

Photo Identification: In case of multiple photographs per page, the identification is clockwise, beginning in the upper left hand corner of the page with Photo A.

- 2 — Nancy Krueger, who attended Denison in 1974-75, A, B, C, F, G, H; Barbara Graves, who attended Denison in 1973-75, D, E, I.
- 3 — Dr. Allen Parchem, Psychology Faculty Member, A; Graves, B, C, D, F, G, I; Krueger, E, J; Tyler Casey, a Sophomore, H.
- 4 — Graves.
- 11 — Graves.
- 12 — John Bildahl, a 1973 Graduate, A; Graves, B, F; Krueger, C, E; Newark (O.) Advocate, D.
- 18 — Bob Seith, a 1974 Graduate.
- 19 — Perkins & Will Architects, A; Bildahl, B, D, E; Casey, C, F.
- 20 — Dave Bowman, a Senior, A; Bildahl, B, C, E; Krueger, D.
- 25 — Graves.
- 26 — Casey.
- 27 — Casey, A, B, E; Graves, C, D; Bildahl, F; Krueger, G.
- 29 — Graves, A, D; Casey, B, C.
- 30 — Graves, A, D, E, F; Casey, B, C.
- 31 — Graves, A, G; Casey, B, C, D; Bildahl, E; Krueger, F, H.
- 32 — Bildahl, A; Krueger, B, C, D, F; Casey, E, G.
- 35 — Graves, A; Bob Kinney, Catalog Editor, B.
- 43 — Kinney, A; Casey, B.
- 49 — Krueger.
- 50 — Krueger, A, B, C, E, F, G, H; Kinney, D; Seith, I.
- 52 — Great Lakes Colleges Association, A; Parchem, B; Bill Heltzel, a 1974 Graduate, C; Paul Cummings, a 1973 Graduate, D.
- 54 — Kinney.
- 55 — Advocate, A; Kinney, B; Casey, C; William Dennis, History Faculty Member, D; Bildahl, E, F.
- 57 — Seith.
- 72 — Graves, A; Bildahl, B, C.
- 73 — Bildahl, A, B, D, F; Graves, C, E; Krueger, G.
- 76 — Casey, A, D; Graves, B; Seith, C, E, F.
- 77 — Krueger, A; Bildahl, B, G; Seith, C; Casey, D, E, F.
- 84 — Krueger, A, D; Bildahl, B, C, E, F.
- 85 — Krueger, A, D, E; Graves, B; Bildahl, C, F.
- 90 — Graves, A, D; Krueger, B; Bildahl, C, E; Mark Demmon, a 1973 Graduate, F.
- 91 — Casey, A; Bildahl, B, D, E; Krueger, C; Kinney, F; Graves, G.
- 94 — Krueger, A, B; Graves, C, F; Bildahl, D; Casey, E.
- 95 — Krueger, A, G; Bildahl, B; Seith, C, D; Kinney, E; Casey, F.
- 108 — Krueger, A; Casey, B, C, D; Bildahl, E.
- 109 — Krueger, A, B, D; Graves, C, E, F.
- 114 — Graves, A, C; Krueger, B, D.
- 115 — Graves, A, D; Krueger, B, C.
- 116 — Krueger, A, C, D; Graves, B.
- 117 — Krueger, A; Graves, B, C, D.
- 118 — Krueger.
- 119 — Bildahl, A; Casey, B.

How to Write to Us

All addresses: Granville, O. 43023

Mail will be delivered more promptly if you include the P.O. Box.

General Information	Denison University, Box M
Admissions	Office of Admissions, Box H
Alumni Relations	Society of the Alumni, Box A
Athletics	Director of Athletics, Box 239
Business Matters	Director of Finance and Management, Box F
Cashier	Cashier's Office, Box 239
Controller	Denison University, Box 239
Dean of Students	Dean of Students, Box 239
Development	Director of Development, Box D
Educational Program	Dean of the College, Box 239
Placement of Seniors	Office of Vocational Services, Box H
Purchasing	Office of Purchasing, Box F
Football	Football Coach, Box 637
Graduate School Counseling	Office of Graduate School Counselor, Box B
Library	W. H. Doane Library, Box L
Physician	Whisler Hospital, Box 239
President	Office of President, Box B
Publications	Office of News Services and Publications, Box A
Scholarships, Financial Aid	Office of Financial Aid, Box H
Theatre Tickets	University Theatre, Box 131
Transcript, Academic Record	Office of Registrar, Box B
Trustees	Office of Treasurer, Box 110

College offices are open Monday through Friday from 8:30 am to noon and 1 to 4:30 pm (4 pm Eastern Daylight Time during summer months). The Office of Admissions is also open from 8:30 am to noon on Saturdays from mid-September to Commencement.

Location

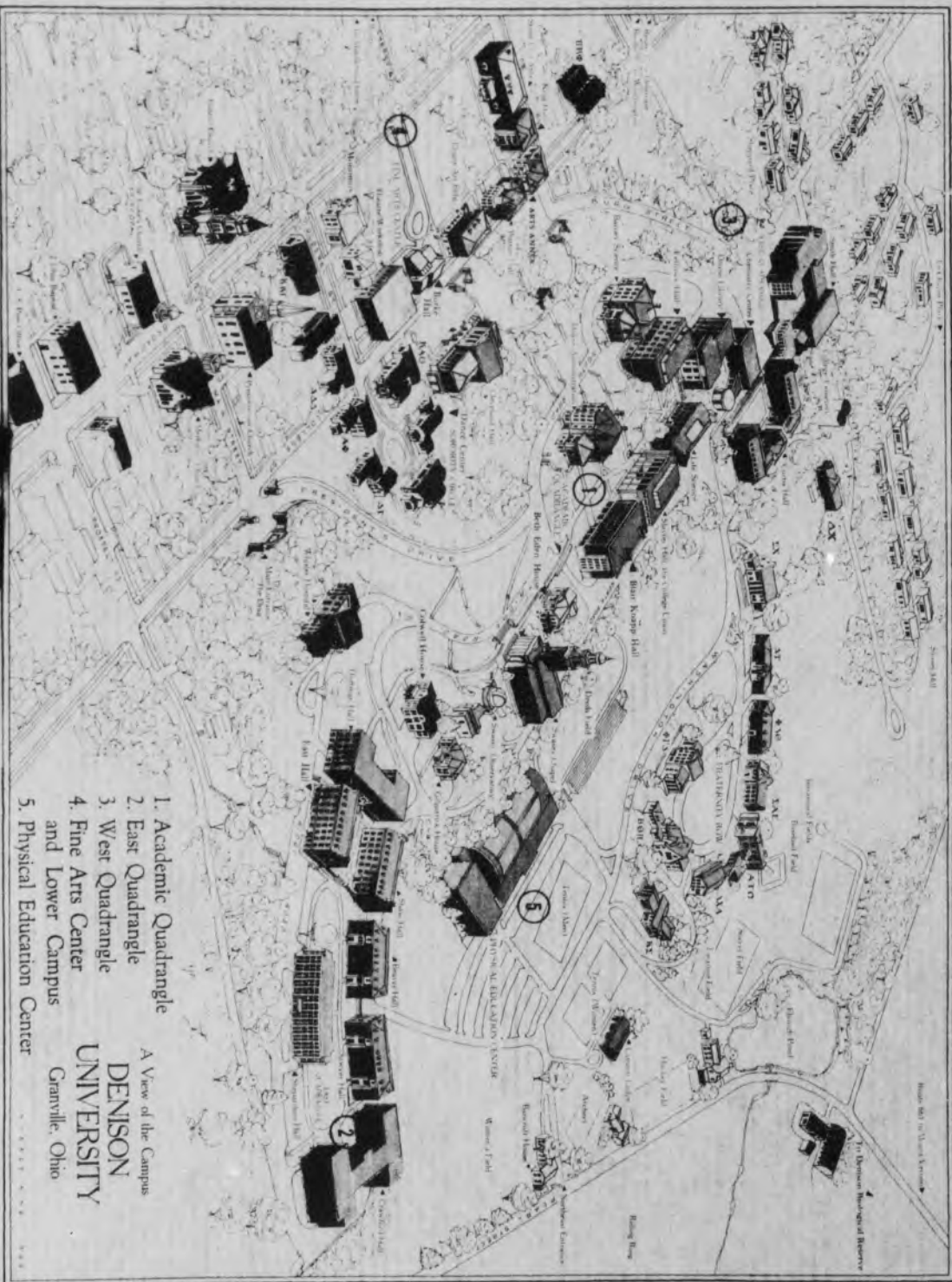
Denison is located in the village of Granville, Ohio.

Granville, founded in 1805, is in the central part of Ohio, seven miles west of Newark, the county seat; 27 miles east of the state capitol grounds in Columbus; and 22 miles from the Columbus airport.

Interstate 70 is less than 10 miles south and Interstate 71 connects with Ohio 161 at Worthington (26 miles west of Granville) and with Ohio 13 four miles south of Mansfield. By the latter route, travelers change to Ohio 661 in Mount Vernon. Other state routes to Granville are 16 and 37.

Index

- Academic Honors, 42
- Accreditation, 124
- Activities, 18
- Administrative Staff, 122
- Admission, 6
 - Requirements for, 6
 - Different Types, 6
 - Fees & Deposits, 7
 - Advanced Placement, 7
 - Transfers, 7
 - Advising, 28, 29
- Anthropology, 104
- Application
 - for Admission, 6
 - for Scholarships, 11
 - for Work, 11
- Area Studies
 - French Area Studies, 64
 - Latin American Studies, 64
 - East European & Soviet Studies, 67
- Art, 69
- Art Collection, 18
- Assets & Finances, 35
- Astronomy, 70
- Athletics, 26
- Auditing Classes, 8
- Awards, 10
- Bills
 - Payment of, 9
 - Deferment, 9
 - Refunds, 9
- Biological Reserve, 34
- Biology, 70
- Black College Student Exchange, 51
- Black Studies, 65
- Board Charges, 8
- Books & Supplies, 9
- Buildings, 33
- Calendars, 124
- Campus & Buildings, 33
- Catalog Credits, 126
- Center for Black Studies, 28
- Chapel, 49
- Chemistry, 74
- Classical Studies, 66
- Class Ranking, 57
- College Entrance Exams, 6
- Community Association, 26
- Comprehensive Exams, 47
- Computer Center, 34
- Computer Science, 87
- Concentration, Areas of, 45
- Concerts, 20
- Conservatory of Music, 92
- Contents, 4
- Convocations, 20, 49
- Costs, 8
- Courses of Study, 64 to 108
- Credits, Transfer of, 7, 57
- Dance, 18, 75
- Dean's List, 49
- Degree with Honors, 42
- Degrees
 - Bachelor of Art, 42
 - Fine Arts, 42
 - Music, 42
 - Science, 42
- Denison Daily, 36
- Deposits, 7, 9
- Directed Study, 48
- Dormitories, 33
- Dropping Courses, 57
- Earth Science, 82
- Economics, 78
- Education, 79
- Educational Plan, 46
- Eligibility Rule, 57
- Endowment, 35
- English, 80
- Enrollment Statistics, 123
- Environmental Studies, 46
- Excess Hours, 56
- Exchange Students, 51, 54
- Expenses, 8
- Experimental College, 49
- Experimental Courses, 68
- Faculty
 - Members of, 64 to 108
 - Emeriti, 121
- Fees, 7, 8, 9
- Fellows, Student, 49
- Films, 20
- Financial Assistance, 10
- Fine Arts Events
 - Art, 18
 - Dance, 18
 - Music, 18
 - Theatre, 18
- Convocations, 20
- Films, 20
- Concerts, 20
- Food Service, 8, 33
- Forestry Course, 47
- Fraternities, 33
- French, 88
- General Education, 44
- Geography, 82
- Geology, 82
- German, 88
- Grade-Point System, 58
- Graduate Record Exams, 49
- Graduation Requirements, 42, 44
- Grants-in-Aid, 10
- Great Lakes Colleges Assoc., 35
- Greek, 66
- Guide to Student Living, 28
- Health Service, 29
- History, 83
- Honorary Societies, 49
- Honors, 42
- Honors Project, 48
- Hospital, 29
- Housing, 33
- Individually Designed
 - Major, 45
- Independent Study, 48
- Instruction, Courses of, 64 to 108
- Insurance, 9
- Intercollegiate sports, 26
- Interdepartmental Courses, 64
- International Programs, 51
- International Relations, 46
- Inter-University Consortium for Political Research, 35
- January Term, 53
- Examples of, 54
- Jewish Community, 26
- Jobs, 11
- Junior Advisers, 28
- Language Requirements, 6, 92
- Latin, 66
- Library, 33
- Living Units, 33
- Loans, 11
- Location, 126
- Majors
 - Departmental, 45
 - Interdepartmental, 45
 - Individually-Designed, 45
 - Concentrations, 45
- Map of Campus, 128
- Mathematical Sciences, 87
- Medical Technology, 47
- Merrill-Palmer School, 51
- Modern Languages, 88
- Music, 6, 18, 42, 92
- Music Organizations, 20
- New York City Arts Program, 51
- Oak Ridge Science
 - Semester, 51
- Observatory, 33
- Off-Campus Programs, 51
- Part-Time Students, 56, 58
- Payment, Terms of, 9
- Pass-Fail Courses, 58
- Personnel Services, 28
- Phi Beta Kappa, 49
- Philadelphia Urban Semester, 51
- Philosophy, 93
- Physical Education, 96
- Physical Therapy, 47
- Physics, 99
- Placement Services, 29
- Plan of Study, 42
- Political Science, 100
- Pre-Professional Programs, 47
 - Pre-Engineering, 47
 - Pre-Legal, 47
 - Pre-Medical, 47
- Prizes, 10
- Probation, 58
- Proficiency Exams, 48
- Psychology, 101
- Publications, 21, 35
- Quality Points, 58
- Radio, 21
- Readmission, 58
- Refunds, 9, 10
- Regional Council for International Education, 51
- Registration, 56
 - Advanced, 57
- Religion, 103
- Religious Activities, 26
- Required Courses, 44
- Requirements for Degrees, 42
- Reservations, Cancellation of, 9
- Residence Requirements, 58
- Room Rent, 10
- Room Reservations, 8
- Russian, 88
- Scholarships, 11
- Scholastic
 - Requirements, 42-44
- Scientific Association, 35
- Secondary School Record, 6
- Senior Research, 48
- Sociology & Anthropology, 104
- Sororities, 33
- Spanish, 88
- Special Students, 56, 58
- Speech Communication, 106
- Sports, 26
- Statement of Objectives, 4
- Student Employment, 11
- Student Government, 26
- Student Life, 18
- Student Media, 21
- Student Services, 28-30
- Suspension, 58
- Swimming Pool, 34
- Teacher Certification, Student Teaching. See Course Description Book
- Teacher Placement, 29
- Teaching Opportunities, 49
- Theatre and Film, 18, 107
- Transcript of Credits, 56
- Transdepartmental Courses, 64
- Transfer Students, 7, 57
- Trustees, 1, 120
- Tuition, 8
- Tuition Plan, 9
- Urban Studies, 67
- Veterans, 29
- Washington Semester Plan, 51
- Withdrawal, 9, 57, 58



1. Academic Quadrangle
2. East Quadrangle
3. West Quadrangle
4. Fine Arts Center and Lower Campus
5. Physical Education Center

A View of the Campus
DENISON
UNIVERSITY
 Granville, Ohio



CORRECTION!!!

The previous document(s) may
have been filmed incorrectly...

Reshoot follows



1. Academic Quadrangle
2. East Quadrangle
3. West Quadrangle
4. Fine Arts Center
and Lower Campus
5. Physical Education Center

A View of the Campus
DENISON
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Granville, Ohio